

Grade 7



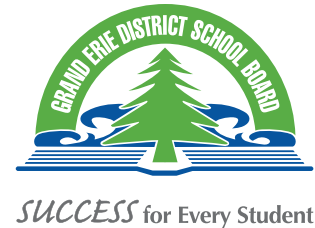
SUCCESS for Every Student

Literacy Calendar

Grand Erie values languages and home cultures. We invite all our families and students to complete some of these activities in English, French, or their own first/home language.

Date	Activity
Monday, May 11	Idioms, Idioms everywhere. You use these all the time, and you may not even know it! Idioms are figures of speech that may not match their literal meaning. For example, “Don’t judge a book by its cover” means don’t judge something or someone by their initial appearance. Brainstorm as many idioms as you can and try to research their origin. Make a poster or a short 30 second “infomercial” about how it came to be for an audience of your peers.
Tuesday, May 12	There are two sides to every story. Think of an imaginary incident and take two stances to explain what happened. Share this made up story with a family member. Whose side would you take and why?
Wednesday, May 13	Write down your favourite quote or saying. Explain why this quote has meaning and resonates with you.
Thursday, May 14	Make a list of 10 items that you could not live without. Now, you’ve been transported (and stranded) on a desert island and have them “use” the 10 items to find food, water, shelter, and get back to civilization. Write a short story about this event – with your 10 items featured in the story!
Friday, May 15	Remember that Gratitude Journal you started? Read it over as it is from a few weeks ago. Can you double the list of people and things you are grateful for? It’s okay to start a fresh journal entry if you didn’t start one previously or cannot find your original.

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Numeracy Calendar

Date	Activity
Monday, May 11	Without calculating, can you determine which is the greater sum? $5/8 + 1/2$ or $1/4 + 7/8$. Explain the strategy you used to help you do this?
Tuesday, May 12	At Andrew's Deli, cheese is on sale for \$11.50 for one kilogram. How much would it cost to purchase 150g of cheese?
Wednesday, May 13	Do you agree with the conjecture that triangles with the same area must be congruent (same size, same shape)? Justify your reasoning. Include a model/picture in your justification.
Thursday, May 14	A number, n, is first added to 6 and then multiplied by 10. The result is 40. Write a linear equation, and solve to find the value of n .
Friday, May 15	Jamal and Grace are playing a game. Jamal says that the probability of spinning green is $3/4$. Grace says it is 75%. Who is correct? How would you explain this to Jamal and Grace? Write a note to Jamal and Grace to help them solve their disagreement.

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SUCCESS for Every Student

Numeracy Calendar

Sources:

Teaching Student-Centered Mathematics 2nd Edition, J Van de Walle

DREME Development and Research in Early Mathematics Educations

Open Questions for the Three-Part Lesson. Measurement / Patterning and Algebra. Grades 4 – 8, M. Small

Leaps and Bounds – Grade Three and Four, M. Small

Ministry of Education: Ontario Mathematics Curriculum; Grades 1-8, 2005

Which One Doesn't Belong?; <https://wodb.ca/shapes.html>

<https://nrich.maths.org/eggsinbaskets>

<https://thelearningexchange.ca/wp-content/uploads/2017/01/Number-Sense-and-Numeration-1-3-Revised.pdf>

<https://mathclips.ca/swfPlayer.html?swfURL=tools/PatternBlocks1.swf&title=Pattern%20Blocks%2B>

<https://nrich.maths.org/221> - Chain of Changes

<https://nrich.maths.org/137> - Three Block Towers

<https://thelearningexchange.ca/wp-content/uploads/2017/01/Number-Sense-and-Numeration-1-3-Revised.pdf>

<https://oame.on.ca/eduproject/ontariomathresources/files/Patterning%20and%20Algebra%20K-3.pdf>

<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-geometry-spatial-sense-strand-2012-2016.pdf#search=geometry> – image of coordinate grid

<https://nrich.maths.org/141> - four triangles puzzle

<https://oame.on.ca/eduproject/ontariomathresources/files/Data%20Management%20and%20Probability%20K-3.pdf> – missing titles

CEMC courseware <https://courseware.cemc.uwaterloo.ca/>

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Science

May 11 - May 15

Understanding Matter and Energy – Big Idea:

Pure substances and mixtures have an impact on our society and the environment.

Option 1

Recycling Matters

To reduce the impact of non-recyclable material on sorting facilities, our local recycling plant is challenging YOU - Grade 7 students - to develop an accurate, efficient recycling sorting system for your community. The goal is build a tool, machine, or system that can efficiently sort through recycled material. Your invention must sort the material without using your hands and incorporate as many separation methods as possible - think of sifting and magnetism. Your invention will have to sort recycling into the following piles: cardboard, paper, steel, aluminum, glass, and plastic. Your task is to build (or draw) a labeled Recycling Sorter prototype to solve this problem in our society.

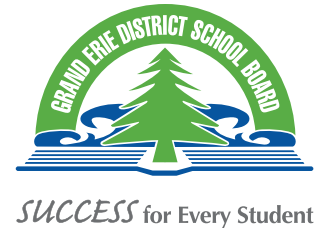
Option 2

The Environment or the Economy – Which is lit?

Often, a mixture or a product containing a mixture has both positive and negative impacts associated with it. Compact fluorescent light bulbs (CFLs) use a fraction of the energy that incandescent bulbs do. The downside is that CFLs contain toxic substances that can pollute the environment when the bulb is disposed of. Are the benefits of using CFLs worth the costs? Use the following resources to help you with your decision:
www.canada.ca/en/health-canada/services/health-risks-safety/radiation/everyday-things-emit-radiation/compact-flourescent-lamps.html
www.nationalgeographic.com/environment/great-energy-challenge/2014/separating-myth-from-fact-on-cfls-and-leds-five-concerns-addressed/
science.howstuffworks.com/environmental/green-tech/sustainable/cfl-bulb1.htm

Make a chart to outline the benefits vs. the costs of using CFLs.

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Science

May 11 - May 15

Option 2 Continued...

Now, create an informative presentation of your choice – a Powerpoint, a video, a brochure or any other format that outlines your informed opinion on CFLs.

Option 3

The Air We Breathe - The Filtration Lab

Read the following article from TeachEngineering.org - **STEM activities for K-12 entitled: Air Pollution**

Now that you know more about the air pollutants in our environment, you are going to replicate an air filtration device made from household materials. You will need: 2 straws (or 2 pieces of paper rolled into small cylinders), a piece of tape, a facial tissue and bread crumbs (or small eraser or paper bits).

Procedure:

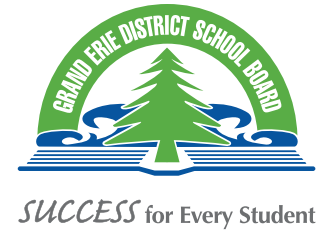
1. Place the tissue in between the openings of the two straw holes, as you place the end of the 2 straws together (they should now be facing completely horizontal, end-to-end).
2. Tape the two straws together, securing the tissue in between the two "mouths" of the straws so that you have one big straw, with the tissue in between. Ensure that the tissue is taped and secure.
3. Breathe in through the straw apparatus to see if air passes through the tissue "filter".
4. Slowly try to suck either the bread or eraser crumbs up through the bottom straw to the filter apparatus. *Use caution in this step, although the tissue will not let larger foreign particles through.

Observations: Examine the tissue for evidence of trapped particles. Draw what you see.

Conclusions: Why was the air able to pass through the tissue, while the other particles did not? Could you modify the experiment with other materials to make it even more effective?

Reflections: Think about air filters that we know of – in furnaces, in air conditioning systems, or in airplanes. Can you think of any others? What would/does happen if the air is not filtered effectively in these examples?

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History

May 11 - May 15

New France and British North America, 1713-1800 – Big Idea:

Understanding the experiences of and challenges facing people in the past helps put our experiences and challenges into context.

Option 1

In what ways would the experience of immigrants to colonial Canada have been different from that of the present-day immigrants to this country?

Use a brainstorm web to track your ideas.

What accounts for some of these differences?

Option 2

In what ways are the lives of elderly people different now than they were in the past?

Task:

- Use a Venn Diagram to help you organize the similarities and differences.
- Give at least two main reasons that you think might account for these differences and support your thinking?

Option 3

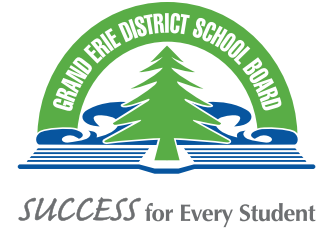
What was life like for a child your age in First Nations society along the Grand River in the 1700's? What factors determined this? Use a KWLW chart to track your inquiry.

What I Know	What I want to Know	What I Learned	What I still want to learn

This article will support the inquiry:

www.thecanadianencyclopedia.ca/en/article/iroquois

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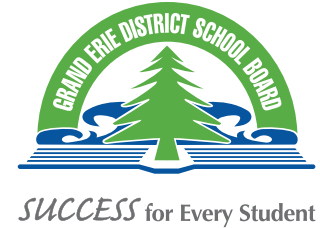
History

May 11- May 15

Prompts for discussion:

- Do we experience any of the same challenges people in Canada experienced in earlier times?
- What types of developments permit us to respond to them in different ways than people did in the past?

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Geography

May 11 - May 15

Physical Patterns in a Changing World – Big Idea:

People's activities are related to the physical features and processes in their region.

Option 1

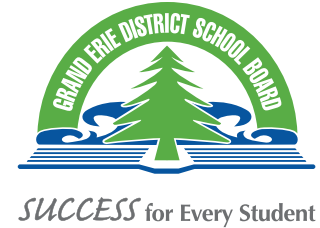
There are many different types of physical environments (i.e. deserts, tropical rainforests, mountains, volcanic islands, regions with cold climates, floodplains, coastal regions). Each unique physical environment presents its own challenges and opportunities for the people living in that region.

In your opinion, what types of physical environments have the greatest impact on people? Explain your reasoning.

Option 2

- **Login:** D2L
 - **Go to:** My Library & Resources
 - **Select:** Learn360
 - **Search:** Biomes of the Earth: Core Concepts Video Clip Library
 - **Watch:** individual clips about various physical environments
- During watching, consider the following:**
- 1) What kinds of hardships can those environments present?
 - 2) How do people cope with these hardships? Are they always successful in doing so?
 - 3) What are the positive aspects of life in these environments? Do they outweigh the hardships?
 - 4) Are there aspects of the environment that cannot be controlled or that can have a devastating impact?
- Task:**
- Develop criteria for ranking the challenges and opportunities presented by physical environments
 - Rank order your criteria from most to least important. Explain your reasoning.

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Geography

May 11 - May 15

Physical Patterns in a Changing World – Big Idea:

People's activities are related to the physical features and processes in their region.

Option 3

Read the following articles:

school.eb.com/levels/middle/article/biogeography/273217

school.eb.com/levels/middle/article/desertification/442146

school.eb.com/levels/middle/article/deforestation/310969

school.eb.com/levels/middle/article/biodiversity/317516

school.eb.com/levels/middle/article/habitat/325503#324402.toc

school.eb.com/levels/middle/article/invasive-species/631812

Task:

■ For each of the following describe the human impacts:

- Changing vegetation patterns
- Desertification
- Deforestation
- Loss of biodiversity
- Habitat loss
- Non-native species

Prompts for discussion:

- Why do different people have different responses to the environment and the opportunities and challenges it presents?
- Why do we need to consider various perspectives when determining the impact of human activities?
- Why do Earth's physical features change?