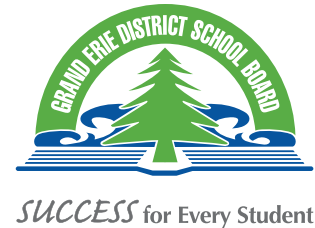


Grade 7



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, June 8	Create a list of 10 words that describe the month of June. Think about the weather, special occasions, or anything else that comes to mind. Use vivid adjectives to add to your description of June. Now, looking at your words, could someone guess the subject that you have described? Try it out!
Tuesday, June 9	If you ran your own small country, what would be Rule #1? Why would this be the most important tenet to live by?
Wednesday, June 10	If the “book of your life” was being made into a movie, which famous actor or actress would you choose to represent you? Explain your reasoning for your casting choice and give your movie a working title.
Thursday, June 11	Idioms! Last week you looked at examples of idioms. These are common sayings in the English language that have imply something very different than their literal meaning. Imagine someone learning English. It’s raining cats and dogs doesn’t really mean cats and dogs are falling from the sky- it means it is raining heavily. Create a poster to showcase your favourite idiom (English or French) by illustrating it literally and in words write the actual meaning.
Friday, June 12	Categories! Using only verbs . Write down anything and everything that comes to mind that you associate with social media .

Grade 7



SUCCESS for Every Student

Numeracy Calendar

Date

Activity

**Monday,
June 8**

Order the following quantities on a number line: 0, $\frac{4}{8}$, -2, 1, $\frac{1}{2}$, 2.5, 9.8, -4. Consider, what is the largest quantity on the number line? What is the smallest?

**Tuesday,
June 9**

Joan's Dine & Dessert Shop orders to-go boxes in three sizes (dinner, pie, and cake), but the boxes are getting very expensive. Joan wants an estimate of how much cardboard is used for each size so that she can decide whether she should make her own boxes. Please share with her how much cardboard is used for these boxes (assume no overlap of cardboard – it is taped at the edges).

■ **Dinner box:** 17.5cm x 17.5cm x 7.5cm

■ **Pie box:** 12.5cm x 10cm x 7.5cm

■ **Cake box:** 20cm x 20cm x 12.5cm

Determine each surface area and create a net for each box.

**Wednesday,
June 10**

Which of the following regular shape tessellates so that there are no gaps in the pattern?



**Thursday,
June 11**

Math Challenge

Given the following information, how much does each animal weigh?

Images from Bing's Creative Commons

$$\text{Cat} + \text{Dog} = 18.5 \text{ kg}$$

$$\text{Cat} + \text{Rabbit} = 14 \text{ kg}$$

$$\text{Rabbit} + \text{Dog} = 16.5 \text{ kg}$$

Grade 7



SUCCESS for Every Student

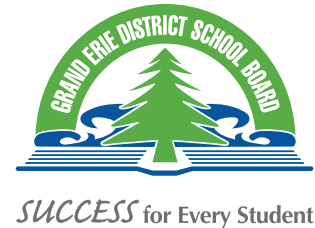
Numeracy Calendar

Date	Activity
Friday, June 12	<p>You are going to try out for the long jump team, for which you need an average jump of 3.9 metres. The coach says she will look at your best jump each day of the week and average them out. These are the five jumps you recorded that week:</p> <p>Monday – 3.9m Tuesday – 3.9m Wednesday – 4.0m Thursday – 4.1m Friday – 3.3m.</p> <p>Unfortunately, Friday's was a low score because you weren't feeling that well! How could you work out an average that you think would fairly represent your jumping? Work out some averages in different ways and see which you think is most fair, then give an argument for why you think it is fairest. Explain your method.</p>

Sources:

Small, Marian. Open Questions for the Three-Part Lesson – Number Sense and Numeration – Grades 4 – 8
Small, Marian. Open Questions for the Three-Part Lesson – Geometry and Spatial Sense/ Data Management and Probability – Grades 4-8
Small, Marian. Open Questions for the Three-Part Lesson – Measurement, Patterning & Algebra – Grades 4 – 8
Van de Walle, Teaching Student-Centered Mathematics, 2nd Edition, Grades 6-8, p. 316
Mathematical Mindsets, Jo Boaler, 2016
<https://schools.wrdsb.ca/athome/learn/elementary-home/elementary-2/math/math-grades-1-3/whats-new/hot-or-cold/>
<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-data-management-probability-strand-2012-2016.pdf#search=probability>
<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-patterning-algebra-strand-2012-2016.pdf#search=patterning>
www.mathies.ca – pattern block tool, colour tile tool, number line tool
<https://support.mathies.ca/en/mainSpace/RepresentationCardGames.php>
https://assets.pearsonschool.com/asset_mgr/current/201340/0132046008_fsm_geometry.pdf p. 78
Van de Walle, J., Lovin, L., Karp, K., Bay-Williams, J. (2014). Teaching Student-Centered Mathematics, Developmentally Appropriate Instruction for Grades Pre-k-2, p.238 and 328.
<https://www.publicdomainpictures.net/en/view-image.php?image=245286&picture=giraffe-illustration-clipart>
https://assets.pearsonschool.com/asset_mgr/current/201340/013221279X_fsm_data.pdf p.45
<https://oame.on.ca/eduproject/ontariomathresources/files/Patterning%20and%20Algebra%20K-3.pdf> p. 73
Which One Doesn't Belong: <https://wodb.ca/>

Grade 7



Science

June 8 - June 12

Big Idea – Understanding Earth and Space Systems

Heat is a component of every kind of energy, and it has both positive and negative effects on the environment.

Option 1

Energizer Student

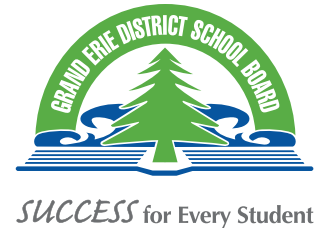
Each day we experience multiple forms of energy, and each energy transformation produces heat of some kind. Sometimes this heat is a byproduct that is detrimental to our environment. Think about your typical day, and how you experience energy. For example, in the morning you eat breakfast (chemical energy), you move around your house or neighborhood (mechanical energy), and you turn on lights (light energy) and talk to one another (sound energy). There may be magnets on your fridge (magnetic energy). Later, you bounce on a trampoline (elastic energy) - and then come down (gravitational energy). After all that, you might turn on a TV or computer to learn (electrical energy). Your job is to identify each type of energy that you use in one whole day, and write them down. Next, present each of your energy examples and label them using a medium of your choice – a poster, a PowerPoint, a report, or any other idea you can think of. Which type of energy did you use the most? Did you use all 10 energy types? Can you identify how heat is created in each of your examples?

Option 2

One World

Humans produce and use large amounts of heat in our daily activities, which often release chemical pollutants into the environment. Technological advances have created significant changes to our climate that may be irreversible. Complete the reading on Britannica about Global Warming at: <https://school.eb.com/levels/middle/article/global-warming/311438>

Grade 7



Science

June 8 - June 12

Option 2 Continued...

Now, create a pro and con fact sheet based on your reading, weighing the cheaper costs of conventional energy sources (fossil fuels, nuclear) vs. cleaner alternative forms of energy for our environment (solar, wind, geothermal). What are 5 things that every country in the world has the means to do (based on the reading or your own ideas) to reduce greenhouse gases significantly by 2040?

Option 3

Spacesuit Design Contest

Last week, SpaceX, the first private company to launch people into orbit, launched a Falcon 9 rocket with the Crew Dragon capsule into Space en route to the International Space Station from the Kennedy Space Center. One of the most important components of the mission which protects astronauts from heat fluctuations is the spacesuit.

Go to the Smithsonian National Air and Space Museum website at: <https://airandspace.si.edu/stories/editorial/spacex-dragon-launch-and-entry-suits>

and

<https://www.youtube.com/watch?v=1vluWICCaXk>

to learn about the design of the new Crew Dragon Launch and Entry Suits.

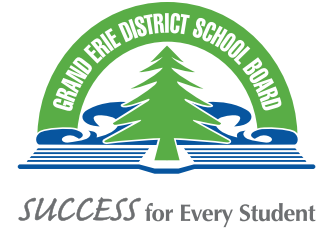
Next, go to the NASA website at:

<https://www.nasa.gov/feature/spacewalk-spacesuit-basics>

to learn how suits are designed to withstand extreme heat and cold outside our atmosphere.

Your task is to apply what you have learned in terms of heat loss and transfer in order to create your own prototype for the Artemis Program – the missions that will take us to Mars. Your suit needs to withstand radiation, extremes in temperatures, as well as high winds and Martian dust. Be creative in drawing and labeling your space suit for the future of space travel!

Grade 7



Science

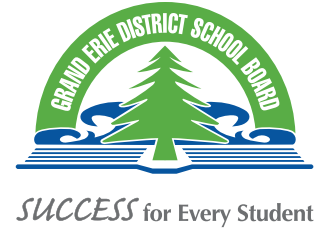
June 8 - June 12

Students must have the appropriate supervision for safety when completing these science tasks. Adult participation is required for safety when completing some of the science tasks. If you have any concerns with completing these science tasks, please don't attempt them.

Prompts for discussion:

- Could you easily live without electrical energy? Why or why not?
- People who live in Northern Ontario have homes that are built differently than homes in Southern Ontario. What are the biggest design differences, do you think?
- What might be some examples of cooling and heating "mechanisms" that occur in nature? (for example, some animals lie down on cool, damp surfaces to help them lose heat by conduction).
- Explain 5 main elements of the term "heat" in your own words.

Grade 7



History

June 8 - June 12

Big Idea – Canada, 1800-1850: Conflict and Challenges

Throughout Canadian history, people have struggled to meet challenges and to improve their lives.

Option 1

A tool to help identify, sort and display the relationship between a cause of a specific problem and the factors that influence it is called a cause and effect diagram.

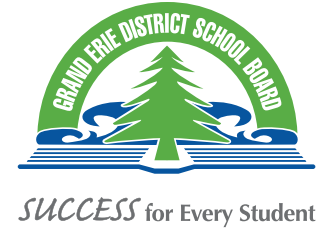
- 1) Choose one of the topics below, answer the questions, and create a cause and effect diagram for the topic chosen.
 - What did European settlers mean when they used the word 'frontier' to describe the West? What attitudes or values did this term reflect? How did these attitudes, and the practices they supported, affect First Nations and Métis people living in the West? OR
 - How did the increasing presence of European women in fur trade communities affect 'country wives'? What does this development tell you about the social values of many newcomers with respect to First Nations and Métis people?
- 2) Share your findings with a peer, sibling, parent/guardian etc. either in person or virtually. Explain to them the new learning you gained from this assignment.
- 3) Why is it important to consider various perspectives when looking into the cause and effects of specific events in history?

Option 2

Imagine you are a new immigrant to Canada in the 1840's. Write a story, record an audio recount, or record a video in role from your perspective explaining your experience as a new immigrant in Canada during this time.

- What did you experience?
- How did you feel?
- What was your experience aboard ship?
- What was your experience upon arrival in Canada?

Grade 7



History

June 8 - June 12

Option 2 Continued...

- How did people already living in Canada respond to you?
- What challenges did you face when you arrived in Canada?
- How did you respond to those challenges?

Option 3

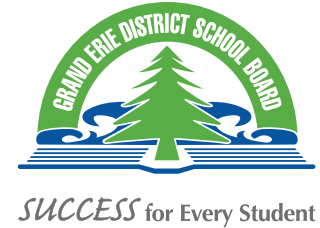
Great change happened in Canada between 1713 to 1850 that affected various groups and communities both positively and negatively.

- 1) Choose a group from this time period and describe the change they experienced and its impact.
- 2) What can you learn from the ways in which this group and/or community met challenges?
- 3) Create a one-page visual (e.g. comic or poster) describing a change that has happened in your life that has had both positive and negative effects.

Prompts for discussion:

- What can we learn from the ways in which people met challenges in the past?
- Why is it important to consider various perspectives when analysing events or issues?
- What types of forces can bring about change?

Grade 7



Geography

June 8 - June 12

Big Idea – Natural Resources Around the World: Use and Sustainability

Resource development is affected by social, political, economic, and geographic factors.

Option 1

Current Events

1. Select a specific natural resource or an issue related to natural resource use and extraction

Possible Topics:

- forestry practices in the Amazon
- forestry practices in Sweden
- international trawlers fishing off the coast of West Africa
- coal-fired electricity production in China

2. Investigate your chosen topic (who, what, where, when, why, and how)

3. Analyze your research: What is your opinion? What is the significance?

4. Communicate the results of your investigation. Consider the following:

- a media presentation of your choice
- an infographic
- an editorial for your local newspaper

NOTE: Consider which presentation form is best suited to an audience made up of your peers. How might you use photos or charts in your presentation?

Option 2

Taking Action: Organizations that Care

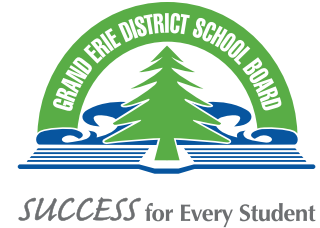
1. Research an organization that is making a difference around the world helping to protect Natural Resources (5W's & H)

2. Communicate the results of your research

Consider the following:

- a media presentation of your choice
- an infographic
- an editorial for your local newspaper

Grade 7



Geography

June 8 - June 12

Option 2 Continued...

NOTE: Consider which presentation form is best suited to an audience made up of your peers. How might you use photos or charts in your presentation?

Possible Organizations:

- Friends of the Earth International
- World Wildlife Fund
- Rainforest Alliance
- Greenpeace International
- United Nations Environment Program
- UNICEF
- Amnesty International
- Oxfam Canada
- Doctors Without Borders
- Fairtrade Canada

Option 3

Personal Plan of Action

Consider:

1. What are some ways in which you could help preserve natural resources?
2. What could you do to increase people's awareness of strategies aimed at more sustainable resource extraction or use?

Your challenge is to create a new habit that helps preserve the Earth's natural resources. Research shows that it takes 21 consecutive days to create a new habit.

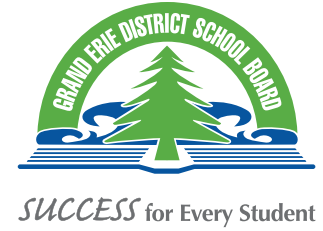
Possible Ideas:

- turn off the tap while brushing teeth to conserve water
- use reusable containers (avoid using plastic) to produce less waste

Identify:

- Your Personal Plan of Action goal
- Your action plan – outline the steps you will take to achieve your goal

Grade 7



Geography

June 8 - June 12

Option 3 Continued...

Reflect:

- Did you meet your goal? If yes, what new habits helped you to achieve this goal?
- If no, what do you need to work on to help achieve your goal? Revise your action plan as needed.

Prompts for discussion:

- Why might some countries be better able than others to extract and use natural resources in a sustainable way?
- How do we determine whether the extraction and/or use of a natural resource is sustainable? Is the extraction and use of fossil fuels sustainable?
- What are some of the ways in which countries around the world are practicing environmental stewardship? What can we learn from these practices?