**THE COMMUNITY WALK AND PLANNING WHAT TO MAKE/DESIGN**

**GEOGRAPHY expectations and correlations:**

Grade 7: PHYSICAL PATTERNS IN A CHANGING WORLD

A2: Students will use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective.

-looking at the map of the history of this area and how it was changed/used

-comparing the original map to now and noting how it has changed

-investigating how it has changed and why

-letting that guide their choice of the development of a new piece of land and how it will impact the physical environment and the community

Grade 8: GLOBAL SETTLEMENT: PATTERNS AND SUSTAINABILITY

A2: Students will use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective.

-looking at the map of the history of this area and how it was changed/used

-comparing the original map to now and noting how it has changed

-investigating how it has changed and why

-letting that guide the development of a new piece of land that fits within the environment/community, is sustainable.

**The building/STEM/GAFE piece**

**SCIENCE**

Grade 7: UNDERSTANDING STRUCTURES AND MECHANISMS: Form and Function

1. Students will analyze personal, social, economic, and environmental factors that need to be considered in designing and building structures and devices.

Grade 8: UNDERSTANDING STRUCTURES AND MECHANISMS: Systems in Action

1. Students will assess the personal, social, and/or environmental impacts of a system, and evaluate improvements to a system and/or alternative ways of meeting the same needs.

**The presentation piece**

**MEDIA LITERACY**

Grade 7/8: 3.4. Students will create a media text of some technical complexity for a specific purpose and audience, using appropriate forms, conventions, and techniques.

Grade 7 examples: a poster, print ad, website, newspaper article

Grade 8 examples: an advertising video, a website, multimedia presentation, PSA

The embedded piece

**MATH**

|  |  |  |
| --- | --- | --- |
| **Math Strand** | **Grade 7** | **Grade 8** |
| **Measurement** | **• report on research into real-life applications of area measurements**  **– solve problems that require conversion**  **between metric units of measure** | **• research, describe, and report on applications of volume and capacity measurement;**  **– solve problems that require conversions**  **involving metric units of area, volume, and**  **capacity** |
| **Number Sense** | **demonstrate an understanding of rate as a**  **comparison, or ratio, of two measurements**  **with different units (e.g., speed is a rate**  **that compares distance to time and that**  **can be expressed as kilometres per hour);**  **solve problems that involve determining**  **whole number percents, using a variety of**  **tools** | **solve problems involving proportions,**  **using concrete materials, drawings, and**  **variables (Sample problem: The ratio of**  **stone to sand in HardFast Concrete is**  **2 to 3. How much stone is needed if**  **15 bags of sand are used?);** |
| **Data Management** | **• make and evaluate convincing arguments, based on the analysis of data** | **• apply a variety of data management tools and strategies to make convincing arguments**  **about data;** |
| **Patterning and Algebra** | **• model real-life linear relationships graphically and algebraically, and solve simple algebraic**  **equations using a variety of strategies, including inspection and guess and check.** |  |
| **Geometry** | **• construct related lines, and classify triangles, quadrilaterals, and prisms;**  **• develop an understanding of similarity, and distinguish similarity and congruence;** | **demonstrate an understanding of the geometric properties of quadrilaterals and circles and**  **the applications of geometric properties in the real world;** |