

Grade 7 Overall Expectations

Overall Expectations	
Literacy	<ul style="list-style-type: none"> ❖ R 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; ❖ W 1. generate, gather, and organize ideas and information to write for an intended purpose and audience; ❖ M 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
Math	<ul style="list-style-type: none"> ❖ D1. Data Literacy - manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life
Science	<ul style="list-style-type: none"> ❖ Understanding Life Systems 1. assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts
Geography	<ul style="list-style-type: none"> ❖ B2. Inquiry: use the geographic inquiry process to investigate issues related to the impact of the extraction/harvesting and/or use of natural resources around the world from a geographic perspective

TAKE CARE OF YOURSELF!

School and school work is, usually, a way to develop the intellectual or mental part of ourselves. But we have other dimensions. We have a physical body, feelings, and a spirit (which you might be more comfortable thinking of as your “true” self.) We hope some of these suggestions, plus ideas of your own, will help you live in a way that supports not just your mental well-being and development, but your whole self. See if you can do something to support each aspect of yourself each day.

PHYSICAL WELL-BEING

To take care of your physical well-being, you might:

- Move around! (skip, do jumping jacks, do sit-ups, do push-ups, go for a walk, etc.)
- Eat healthy food.
- Drink water.
- Get rest.
- Listen to your body.
- _____

EMOTIONAL WELL-BEING

To take care of your emotional well-being, you might:

- Connect with somebody (call someone, talk to someone, sit with someone, etc.)
- Notice your feelings.
- Try to have compassion for yourself.
- Write something about what you are experiencing and how it makes you feel. Maybe share it.
- Create art. Maybe share it.
- Laugh.
- _____

SPIRITUAL WELL-BEING

To take care of your spiritual well-being, you might:

- Do something for someone else.
- Meditate, pray, perform ceremony, or spend some time taking deep breaths.
- Make something.
- Offer thanks. It could even be thanks to something non-human, like the water that you drink or the plants growing through the cracks in the sidewalk.
- Ground yourself. Notice and express gratitude to the things and people surrounding you.
- _____

MENTAL WELL-BEING

To take care of your mental well-being, you might:

- Enjoy a story. Read something, listen to a podcast or audio book, watch a movie or show.
- Listen to music that stimulates thoughts.
- Look at art you find engaging.
- Talk with someone you admire.
- Share your own observations or insights with someone you trust.
- _____

What Are My Responsibilities?

My voice matters. I can act on my beliefs and values by using my strengths and assets to seek change in my community.

LITERACY	
HISTORY/ GEOGRAPHY	
I have strengths and talents to act on my beliefs.	
READ	<ul style="list-style-type: none"> ❖ Review the glossary (p.12) and pay particular attention to the definitions of strengths and talents. ❖ Read the article, “The Powerful Impact of Activism: Autumn Peltier on Walking for Water and Standing Up to Make a Difference for the Environment” (pages 7-8). As you read, notice and note how Autumn Peltier uses her strengths & talents to take action as a water protector.
WRITE	Write a list of the specific actions that Peltier has taken. Beside each action, write about how what she does connects to her identity, strengths, and talents.
CREATE	<p>Activity 1: Create An Action Plan</p> <ul style="list-style-type: none"> ❖ Think about the issues addressed in the texts that you have read over the past 3 weeks. ❖ List the issues, such as safe water in Indigenous communities, and rank them in order of importance as they relate to your values and beliefs. Feel free to add issues that are important to you and/or your community that may have not been included in this learning package. ❖ Select the issue for which you want to create an action plan. This will also be the topic for your final project. ❖ Thinking of your strengths, and talents, write a list of the steps that you will take to successfully address the issue. ❖ Create a sequence diagram that outlines your plan of action (see page 9 for exemplar). <p>Activity 2: Select one of your listed actions. Write a short script of what you might say to an audience of your peers about why they should join in taking the actions that you are proposing.</p>
SHARE	Present your script to someone in your household or community and get feedback about whether it makes sense and is convincing.

What Are My Responsibilities?

LITERACY

HISTORY/ GEOGRAPHY

There are numerous Indigenous water protectors like Autumn Peltier who protect water in Canada and around the world.

EXTEND

1. How important/impactful do you think the work of Indigenous water protectors is on water issues in Canada? Why do you think a need for water protectors exists? **Write your thoughts in a paragraph, explaining at least two reasons for your thinking.**
2. The distance from Duluth, Minnesota to Matane, Quebec is 2 312 km and it would take approximately 462 hours to walk that distance. Why do you think Peltier's grandmother, Josephine Mandamin, was willing to walk such a long distance? **Write down your reasoning.**
3. Peltier is continuing the work that Josephine Mandamin, her grandmother, had started. What lessons about your family's and communities' histories have you learned from your older relatives or someone you admire? What communities are your family histories connected to and what nations' histories have you learned? **Write down your experiences and try to be as detailed as possible.**
4. Reread Peltier's explanation about why she feels that protecting the water and walking for water are important for everyone. A Haiku poem is written in 17 syllables divided into 3 lines of 5, 7, and 5 syllables. A slam poem is a type of performance poetry that is traditionally no more than 3 minutes in length. **Write a Haiku OR Slam poem that captures your own thoughts about why it is important to protect water. Practise reciting this poem or share it with a member of your household.**

What Are My Responsibilities?

SCIENCE	
THINK	Create a list of what your responsibilities are: in your home/to family and friends; in your communities; at school; and as a citizen of the world.
ACT	<p>Activity 1: Read the “Threats to Coral Reefs” infographic (p.10).</p> <ul style="list-style-type: none"> ❖ Now, go back to your list of responsibilities and add any more you think you have, especially for your local communities and as a citizen of the world. Reducing our impact on the environment is important. <p>Activity 2: Read the infographic “Potable Water in Canada” (p.11). “Potable” means “safe to drink.”</p> <ul style="list-style-type: none"> ❖ Put the example of the ways we use water in our daily use in order of how much water you use from greatest to least. ❖ Now, beside each example, write a practical way you can reduce your water usage but still meet your needs. ❖ Below your chart, create a list of five impacts of overuse of water by humans. In other words, what happens when other organisms do not have access to enough water? If you are not sure, write five questions you would like to research to help you find this answer or it can be a combination of impacts and questions.
REFLECT	<ul style="list-style-type: none"> ❖ Think about how the scientific information you just read was shown to you. Review the infographic and as you do, think about how images were used to aid in the reader’s understanding of the infographic. ❖ Also, think about how this information can be used to convince others of the importance of environmental stewardship (taking care of the environment). Write down what you find most useful explaining the threats to the coral reef.

What Are My Responsibilities?

MATHEMATICS

THINK	<p>Remember what you have learned about the important role water plays in the world. Water is one of the main components of the human body but how important is it?</p> <p><i>Out of 100 % of the human body, what percentage of the body is water? How familiar are you with switching back and forth between percentages, decimals and fractions?</i></p> <p>Percentages can communicate to you where you need to act for yourself and your community. That is one of the skills you will practise while thinking about the importance of water.</p>																																																																																																					
ACT	<p>We need to drink about 3 litres of water daily. We get a lot of water from the foods and other beverages we consume. The following amounts describe how much water one person consumed through eating foods and other beverages:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	<ol style="list-style-type: none"> 1. breakfast $\frac{1}{4}$ of daily water consumed (<i>hint: what is $\frac{1}{4}$ of 100?</i>) 2. lunch $\frac{2}{5}$ of daily water consumed (<i>hint: how many 5's are in 100? Multiply 2 by that #</i>) 3. snacks 0.12 of daily water consumed (<i>hint: multiplying by 100 will shift the decimal two places</i>) 4. dinner 20% of daily water consumed (<i>hint: this is already out of 100</i>)
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	<ul style="list-style-type: none"> ❖ What fraction of water remains to be consumed to meet daily recommendations? (<i>hint: use a hundreds chart to add up the quantities above</i>) ❖ How much of the 3 litres still needs to be consumed? Can you share the answer in litres? Now millilitres? (<i>hint: 1 litre = 1000ml</i>) 																																																																																																					
REFLECT	<p>Understanding percentages helps you better understand what is being communicated with you. Percentages can communicate to you where you need to act for yourself and your community.</p> <ul style="list-style-type: none"> ❖ Now that you have completed the work, how confident are you working with percentages, fractions and decimals? Being able to switch from one to another is an important skill to have so you can work with the numbers and understand them. ❖ What would be helpful for you to become more familiar with this work? Write down what you feel confident doing and also what you would want to support learning/ being more comfortable doing. 																																																																																																					

What Are My Responsibilities?

The Powerful Impact of Activism: Autumn Peltier on Walking for Water and Standing Up to Make a Difference for the Environment.



Photo by Linda Roy

Excerpt:

Izida: Hi Autumn. So nice to meet you over Skype. Can you start off by telling me a little bit about yourself and your community.

Autumn: My name is Autumn Peltier and I am 13 years old. I am from Wikwemikong Indian Territory in Ontario, Canada. My aunt and my mom have been teaching me about the importance of clean drinking water and how to protect the environment since I was a little girl. It's through this learning that I realized what is happening in our world and what humans are doing to the planet and mother earth. I wondered what I was going to do about it. I basically stepped up and started advocating for clean drinking water. Since my aunt Josephine Mandamen is a long-time, committed water advocate, she has inspired me to be doing this work because once she can't, because of her age, who is going to continue?

Izida: Can you tell me about the Water Walks your Aunt Josephine started in Ontario? What are they and who participates in them?

Autumn: My Aunt Josephine started doing Water Walks about 16 years ago. When you are walking for the water you walk far distances, like around the lake. When you are walking, you are praying for the water and you raise awareness, advocating for clean drinking water. She is the one who inspired me to do the work that I am doing now. She did her last Water Walk in July. She walked from Duluth, Minnesota to Montagne, Quebec.

Izida: Can you talk about why protecting the water and walking for water are important for everyone?
Autumn: I advocate for water because we all came from water and water is literally the only reason we are here today and living on this earth. Without water, everything would die. Nothing can survive without water. Water is one of the most sacred things, one of the most sacred elements in ceremonies. When a baby is in a mother's womb for nine months, you are living in water. Our first teaching is water, because we all come from water.

What Are My Responsibilities?

The Powerful Impact of Activism: Autumn Peltier on Walking for Water and Standing Up to Make a Difference for the Environment.

Izida: You have been a powerful advocate for ensuring all communities have safe drinking water. You even called out Prime Minister Trudeau on the issue when you met him. What did you say?

Autumn: There are many First Nations communities that cannot drink their water. Canada is one of the richest countries in the world. Why should our people be living in these conditions? When I had the chance, I told him that I was very unhappy with the choices he has made. He said he understood. Then I started crying. I said what about the pipelines and he said that he would protect the water.

Izida: If other kids want to become water protectors, what kind of actions can they take?

Autumn: When I speak to kids, I always tell them that they could do the work I am doing. Anybody can do this work. I just started public speaking and advocating in my own community. Then, it kind of just progressed from there. I do strongly advocate for kids and youth to be doing the work I am doing. What I tell kids is that everyone must help with the clean water issue, recycling and taking care of the environment. They could even clean up the shorelines or find another activity to do in a group.

...

Izida: You started standing up for what you believe in and all these people got on board with you. What would you say to kids today on how they can stand up for what they believe in? What advice do you have for kids who want to be activists?

Autumn: I would just say, for the people who are willing to speak up, speak up for those who cannot and speak up for the water and speak up for the environment. Anybody could do this work and if we all come together, we can hopefully make a big change.

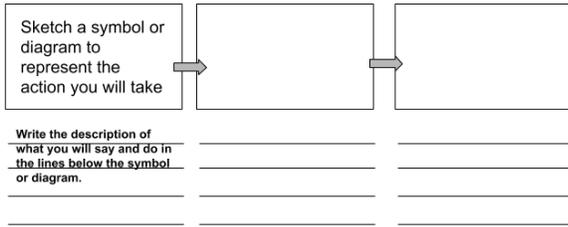
Izida: I understand you have been nominated for an International Children's Peace Prize and are being awarded a medal of honour for your advocacy by the Canadian Government. That's incredible recognition for you and for the important work of advocating for water and the environment. I have also heard you have been invited to speak to the United Nations General Assembly in March for World Water Day. Can you tell me what you are planning to say?

Autumn: I was invited to the United Nations and I am going to be focusing on First Nations' need for clean drinking water. Why has the government not done anything about it yet? I will be speaking about the need for clean drinking water around the world as well.

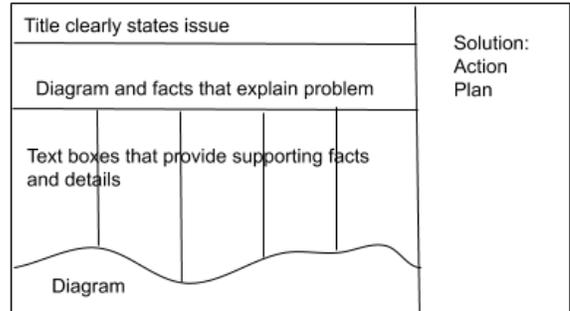
What Are My Responsibilities?

Mind Map Exemplars

Exemplar #5 - Sample Sequence Diagram (Grades 6-8)



Exemplar #6 - Sample Infographic Layout: Threats to Coral Reef (Grades 6-8)



What Are My Responsibilities?

Threats to Coral Reefs

THREATS TO CORAL REEFS CLIMATE CHANGE

Increased greenhouse gases from human activities result in climate change and ocean acidification.
CLIMATE CHANGE = OCEAN CHANGE

Human activities contributing to CO₂ emissions: burning fossil fuels for heat and energy, producing some industrial products, raising livestock, fertilizing crops, and deforestation.

CO₂
 The world's ocean is a massive sink that absorbs carbon dioxide (CO₂). Although this has slowed global warming, it is also changing ocean chemistry.

HOW YOU CAN HELP

Shrink your carbon footprint to reduce greenhouse gases.

- Drive less.
- Reduce, reuse or recycle.
- Purchase energy-efficient appliances and lightbulbs.
- Print less. Download more.
- Use less water.

Do your part to help improve overall coral reef condition.

- Reduce the use of lawn and garden chemicals.
- DO NOT dump household chemicals in storm drains.
- Choose sustainable seafood. www.FishWatch.gov
- Learn about good reef etiquette and practice it when in the water.
- Volunteer for beach and waterway clean ups.

CLIMATE CHANGE dramatically affects CORAL REEF ECOSYSTEMS

Warming Ocean: thermal stress → CORAL BLEACHING

Sea Level Rise: sedimentation → SMOTHERING OF CORAL

Changes in Storm Patterns: stronger, more frequent storms → DESTRUCTION OF REEF STRUCTURE

Changes in Precipitation: increased runoff of freshwater, sediment & land-based pollutants → ALGAL BLOOMS & MURKY WATER REDUCE LIGHT

Altered Ocean Currents: change in connectivity & temperature regimes → LACK OF FOOD AND DISPERSAL OF LARVAE

Ocean Acidification: a result of increased CO₂, reduction in pH levels → DECREASES GROWTH RATES AND STRUCTURAL INTEGRITY

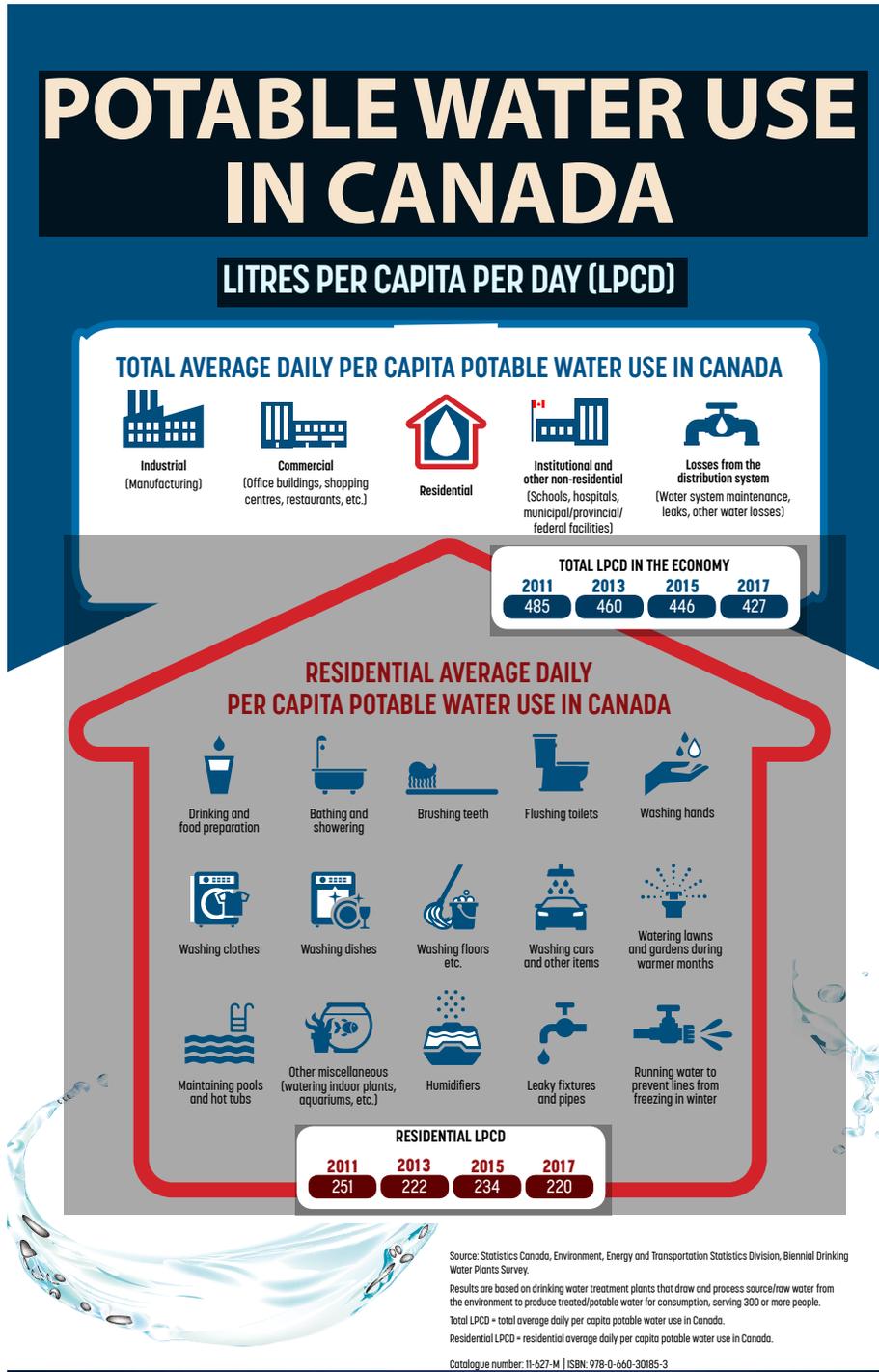
Other impacts: INFECTIOUS DISEASE

Impacts are immediate and long term, direct and indirect - A weakened coral is **vulnerable**.

National Oceanic and Atmospheric Administration (2019) Threats to Coral Reefs: Climate Change. NOAA: accessed 21 May 2020. <https://oceanservice.noaa.gov/facts/coralreef-climate.html>

What Are My Responsibilities?

Potable Water Use in Canada



What Are My Responsibilities?

Glossary

beliefs: something that is held as true or real; a firmly held opinion

values: a person's standards for behaviour; a person's judgements about what is important in life

strengths: a person's beneficial qualities; attributes that are a source of support

talents: skills, abilities or gifts; all people have them

identity: who you are and how you think about yourself; a person's defining qualities, beliefs, characteristics

colonization: the action of settling among and attempting to establish control over Indigenous people of a region for the purpose of exploiting natural resources to gain profit and power

racism: prejudice and discrimination rooted in a belief that one racialized group is superior to another; hatred and violence directed racialized groups (e.g. anti-black racism)

power: authority or ability to control; the ability to influence

privilege: A special benefit that is available only to a particular person or group; not earned

oppression: the use of power to disempower, marginalize, silence or otherwise subordinate one social group or category, often in order to further empower and/or privilege the oppressor.

policy: a course of action adopted by an organization such as a government