



Agri-Trekking Across Ontario, Grade 7 & 8

Curriculum Connections

The following pages outline the core Grade 7 and 8 curriculum connections found in the Agri-Trekking Across Ontario, Grade 7 and 8 online resource. The curriculum connections can be extended beyond those included in this document.

Grade 7 History and Geography, 2018

A: Physical Patterns in a Changing World

A1. Application: analyse some challenges and opportunities presented by the physical environment and ways in which people have responded to them

- A1.1 describe various ways in which people have responded to challenges and opportunities presented by the physical environment (*e.g., building dams, levees, or dikes to contain water and/or reclaim land; building terraces or irrigation systems to permit farming on inhospitable land; designing buildings suited to local climatic conditions or natural events such as earthquakes; specialized economic development such as resource towns in areas rich with ore, or tourism in areas of natural beauty or with a desirable climate*), and analyse short- and long-term effects of some of these responses (*e.g., water pollution from industry and agriculture; loss of animal habitat and wilderness areas as human settlement expands; deforestation and its consequences; the development of provincial or national parks to protect wilderness areas*)
- A1.2 compare and contrast the perspectives of some different groups (*e.g., Aboriginal peoples living on the land, organic versus large-scale farmers, industrial and agrarian societies, owners of resource-extraction companies, environmental organizations, land developers*) on the challenges and opportunities presented by the natural environment

Grade 7 Science and Technology, 2007

Understanding Life Systems: Interactions in the Environment

1. assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts;
 - 1.2 analyse the costs and benefits of selected strategies for protecting the environment *Sample issues:* (b) Integrated Pest Management (IPM) is a pest management strategy that uses a variety of methods to prevent or control pest problems. But some of the methods can be as much of a problem as the pests themselves. (d) Controlling the water flow in natural systems has a domino effect on the environmental integrity of the water system.
3. demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment.

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- 3.5 describe how matter is cycled within the environment and explain how it promotes sustainability (e.g., bears carry salmon into the forest, where the remains decompose and add nutrients to the soil, thus supporting plant growth; through crop rotation, nutrients for future crops are created from the decomposition of the waste matter of previous crops)
 - 3.8 describe ways in which human activities and technologies alter balances and interactions in the environment (e.g., clear-cutting a forest, overusing motorized water vehicles, managing wolf-killings in Yukon)
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Grade 7 Health and Physical Education, 2015

C. Healthy Living

C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

- C3.1 demonstrate an understanding of personal and external factors that affect people's food choices and eating routines (*e.g., personal: likes and dislikes, busy schedules, food allergies or sensitivities, personal values, cultural practices or teachings; external: family budget, cost of foods, type of food available at home, at school, or in the community*), and identify ways of encouraging healthier eating practices
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Grade 7 Mathematics, 2005

Data Management and Probability

Make and evaluate convincing arguments, based on the analysis of data;

- read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., temperature data or community data in the newspaper, data from the Internet about populations) presented in charts, tables, and graphs (including relative frequency tables and circle graphs);
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Grade 8 History and Geography, 2018

A: Global Settlement: Patterns and Sustainability

A1. Application: analyse some significant interrelationships between Earth's physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future

- A1.1 analyse some of the ways in which the physical environment (*e.g., climate, landforms, soil type, vegetation, natural resources*) has influenced settlement patterns in different countries and/or regions around the world (*e.g., how climate, vegetation, and natural resources have influenced settlement patterns in Brazil; how landforms have influenced settlement patterns in Japan; how landforms, climate, and soil types have affected settlement patterns in Egypt*)

A3. Understanding Geographic Context: demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment

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- A3.2 identify and describe some ways in which the physical environment can influence the general location and patterns of human settlements (e.g., *the impact of factors such as climate, soil, and topography on the location of agricultural settlements; the impact of physical features on urban development; the importance of water for transportation, irrigation, industry, personal use; the existence of natural resources and the development of resource towns; the type of buildings erected in an area prone to earthquakes*)
- A3.3 identify significant land-use issues (e.g., *competition for land for agriculture, industry, housing, transportation, recreation, wilderness areas; land claims by indigenous groups; development in ecologically sensitive areas*), and describe responses of various groups to these issues (e.g., *municipal, state/provincial/regional, and/or national governments; local residents; environmental, indigenous, or grassroots groups; non-governmental organizations*)
- A3.4 identify and describe significant current trends in human settlement (e.g., *the global trend of increased migration from rural to urban areas; trends in some countries of people moving from major cities to smaller towns; loss of natural habitat as human settlement expands; urban sprawl; land reclamation*)

Grade 8 Science and Technology, 2007

Understanding Structures and Mechanisms: Systems in Action

1. 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

- 1.1 assess the social, economic, and environmental impacts of automating systems

Understanding Earth and Space Systems: Water Systems

1. assess the impact of human activities and technologies on the sustainability of water resources

- 1.3 assess the impact on local and global water systems of a scientific discovery or technological innovation (e.g., *enhancing the efficiency of naturally occurring bacteria that consume hydrocarbons from oil spills and convert them to carbon dioxide and water; development of desalination techniques to provide fresh water from sea water*)

Grade 8 Health and Physical Education, 2015

C. Healthy Living

C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

- C3.1 identify strategies for promoting healthy eating within the school, home, and community (e.g., *implementing school healthy food policies, launching healthy-eating campaigns, choosing healthy food items to sell in fundraising campaigns, getting involved in family meal planning, learning food preparation skills, urging local restaurants to highlight healthy food choices*)



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AgScape® (Ontario Agri-Food Education Inc.) receives support from the Ontario Ministry of Agriculture, Food and Rural Affairs.

