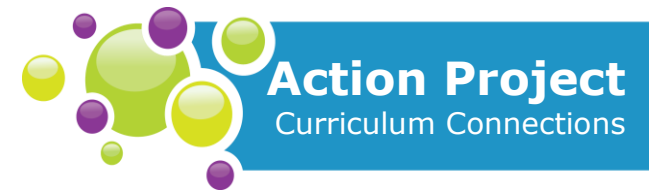


# Living Space

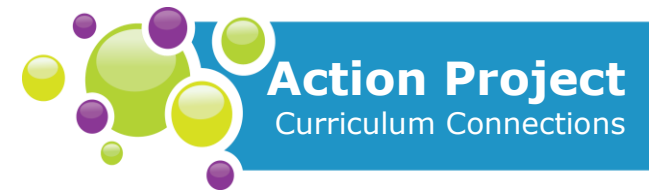
## Curriculum Connections: Newfoundland and Labrador



Gr.	Course	Strand	Lesson	Outcome/Expectation
6	<a href="#">Science Grade 6 Unit 1: Space (2018)</a>	Understanding Earth and Space Systems (Space)	MINDS-ON 1	37.0 describe scientific and technological achievements that are the result of contributions by people from around the world
			MINDS-ON 1	41.0 provide examples of Canadians who have contributed to science and technology
			MINDS-ON 1, 2, 3	28.0 demonstrate that specific terminology is used in science and technology contexts
			MINDS-ON 1, 2, 3	38.0 describe examples of improvements to the tools and techniques of scientific investigation that have led to new discoveries
			MINDS-ON 2	20.0 evaluate the usefulness of different information sources in answering a question
			MINDS-ON 2	39.0 describe how astronauts are able to meet their basic needs in space
			MINDS-ON 3	29.0 describe how evidence must be continually questioned in order to validate scientific knowledge
			ACTION 1, 2	13.0 record observations
			ACTION 1, 2	18.0 compile and display data
			CONSOLIDATION	18.0 compile and display data
			ALL	25.0 communicate questions, ideas, and intentions, and listen to others while conducting investigations
ALL	14.0 identify and use a variety of sources and technologies to gather relevant information			
7	<a href="#">Mathematics Grade 7 (2013)</a>	Data Analysis	ACTION 1, 2	7SP1 Demonstrate an understanding of central tendency and range by: 7SP1.2 Determine the range for a given set of data. 7SP1.3 Provide a context in which the mean, median or mode is the most appropriate measure of central tendency to use when reporting findings.
			ACTION 1, 2	7SP2 Determine the effect on the mean, median and mode when an outlier is included in a data set. 7SP2.1 Analyze a given set of data to identify any outliers. 7SP2.3 Identify outliers in a given set of data, and justify whether or not they are to be included in reporting the measures of central tendency 7SP2.4 Provide examples of situations in which outliers would and would not be used in reporting the measures of central tendency.

# Living Space

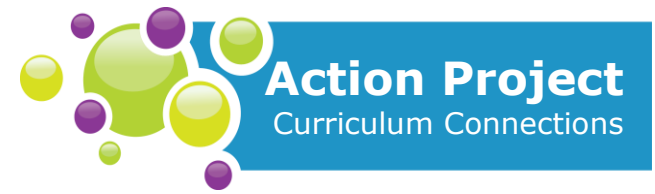
## Curriculum Connections: Newfoundland and Labrador



8	<a href="#">Mathematics Grade 8 (2015)</a>	Data Analysis and Probability	ACTION 1, 2	8SP1 Critique ways in which data is presented. 8SP1.2 Identify the advantages and disadvantages of different graphs, including circle graphs, line graphs, bar graphs, double bar graphs and pictographs, in representing a specific given set of data.
			ACTION 1, 2	8SP1 Critique ways in which data is presented. 8SP1.3 Justify the choice of a graphical representation for a given situation and its corresponding data set.
9	<a href="#">Grade 9 Science (2011)</a>	Unit 1: Space	MINDS-ON 1	Provide examples of how the Canadian Government and/or Canadian Space Agency are involved in research projects about space (112-6) - recognize that Canada plays a major role in space research and exploration - give examples of Canadian astronauts
			MINDS-ON 2	Understand that various technologies have improved our capacity to observe space and have increased our knowledge of the universe
			CONSOLIDATION	Work cooperatively with team members to develop and carry out a plan, and troubleshoot problems as they arise (211-3)
			CONSOLIDATION	Evaluate individual and group processes used in planning, problem solving, decision making, and completing a task (211-4)
8	<a href="#">Mathematics Grade 9 (2014)</a>	Statistics and Probability (Data Analysis)	ACTION 1, 2	9SP3 Develop and implement a project plan for the collection, display and analysis of data by: - formulating a question for investigation - choosing a data collection method that includes social consideration - selecting a population or a sample - collecting the data - displaying the collected data in an appropriate manner
			CONSOLIDATION	9SP3 Develop and implement a project plan for the collection, display and analysis of data by: - drawing conclusions to answer the question.
10	<a href="#">Integrated Systems 1205 (2002)</a>	<a href="#">Unit 1: Computers, and Application Software as</a>	MINDS-ON 1, 2, 3	1.11 describe computer systems as interfaces between people and task
			MINDS-ON 1, 2, 3	1.13 identify ways the human - computer interface is developed to perform tasks, both within and outside the computer software, so the interface resembles the task it was designed to do

# Living Space

## Curriculum Connections: Newfoundland and Labrador



		<a href="#">Interfaces</a>	CONSOLIDATION	1.14 construct digital documents that include a wide variety of data type and employ appropriate tools and technique
		<a href="#">Unit 2: Design Software Interfaces</a>	MINDS-ON 1, 2, 3	2.04 demonstrate understanding of object oriented programming
			MINDS-ON 1, 2, 3	2.05 demonstrate understanding of event driven programming
			MINDS-ON 1, 2, 3	2.06 write event driven programs to perform specified tasks
			MINDS-ON 1, 2, 3	2.10 define the terms, input, output, digital input, and digital output, as elements of control
			CONSOLIDATION	2.07 apply graphic design, aesthetic, and ergonomic principles to the development of event driven programs as interfaces

