

Name: _____

Date: _____

Block: _____

Assignment Criteria

Level

Criterion C: Communicating

| Achievement level | Level descriptor |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | ii. use limited forms of mathematical representation to present information iii. communicate through lines of reasoning that are difficult to interpret. |
| 3–4 | ii. use appropriate forms of mathematical representation to present information adequately iii. communicate through lines of reasoning that are complete |
| 5–6 | ii. usually use appropriate forms of mathematical representation to present information correctly iii. usually move between different forms of mathematical representation |
| 7–8 | ii. use appropriate forms of mathematical representation to consistently present information correctly iii. move effectively between different forms of mathematical representation |

Criterion D: Applying mathematics in real-life contexts

| Achievement level | Level descriptor |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | i. identify some of the elements of the authentic real-life situation |
| 3–4 | i. identify the relevant elements of the authentic real-life situation iii. apply mathematical strategies to reach a solution to the authentic real-life situation |
| 5–6 | i. identify the relevant elements of the authentic real-life situation iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation v. explain whether the solution makes sense in the context of the authentic real-life situation. |
| 7–8 | i. identify the relevant elements of the authentic real-life situation iii. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation v. justify whether the solution makes sense in the context of the authentic real-life situation. |

Your mission for this real-life assignment is investigate the use of the SI (Système International d'unités) Measurement and the Imperial Measurement in the retail world. Although we have only looked at length, surface area, and volume, you are free to gather data on the mass/weight measurement.

As you know, Canada adopted SI Measurements in 1970. Your goal is to determine how widely are the Imperial Measurements still used in Canada and why has they not been converted to SI. Part of your report is to convert these units into appropriate SI units to see why they might not have been adopted. Develop arguments about whether the products should be converted to SI or remain Imperial.

Optionally, you can research products that have been converted to SI. This is more difficult because you must research what the unit values were before being converted. Determine whether the conversion made the size larger, smaller, or remained the same. Then make some arguments about whether this was better, worse, or the same for consumers.

Report Details

- Minimum of 10 products (with pictures of the units and name the retailer)
- Minimum of 3 retailers (visit at least one in person, take a selfie)
- Format: Word or PowerPoint
- Report must be submitted to ManageBac.
- More products/retailers will not necessarily result in a better mark. Quality of the arguments will result in a better mark. If more data helps support argument, then use them.
- You can use anecdotal evidence by interviewing retail staff to support your argument, but please cite them as your source. You can also use your parents but this is not as valuable (no disrespect to your parents, but it's about doing work).