

Sky Watchers Curriculum Correlation

Province: Nova Scotia

Curriculum: Learning Outcomes Framework: Science (Draft) (2008), Earth and Space Science

Grade: 5

Date of Correlation: February 15 2008

| Chapter | Specific Curriculum Outcomes Addressed ¹ | Cross Curricular Connections |
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| <p>Chapter 1</p> <p>First Steps</p> | <ul style="list-style-type: none"> ▪ using correct names of weather instruments, construct and use instruments to record temperature, wind speed, wind direction, and precipitation (104-7, 204-8, 205-4, 205-10, 205-7, 300-13) ▪ identify, classify, and compare clouds (104-4, 206-1) ▪ using a variety of sources, gather information to describe the key features of weather systems and identify weather-related technological innovations and products that have been developed by cultures in response to weather conditions (107-14, 205-8, 302-11) | <ul style="list-style-type: none"> ▪ Activity, page 4: Technology (Internet) ▪ Throughout chapter: Math (measurement) |
| <p>Chapter 2</p> <p>What Makes Weather?</p> <p>Includes Activities 1 to 6 on pages 61 to 68</p> | <ul style="list-style-type: none"> ▪ using correct names of weather instruments, construct and use instruments to record temperature, wind speed, wind direction, and precipitation (104-7, 204-8, 205-4, 205-10, 205-7, 300-13) ▪ using a variety of sources, gather information to describe the key features of weather systems and identify weather-related technological innovations and products that have been developed by cultures in response to weather conditions (107-14, 205-8, 302-11) ▪ relate the transfer of energy from the sun to weather and discuss the sun's impact on soil and water (206-5, 303-21) ▪ describe situations demonstrating that air takes up space, has mass, and expands when heated (300-14) ▪ relate the constant circulation of water on Earth to processes of evaporation, condensation, and precipitation (301-13) ▪ identify examples of weather phenomena that are currently being studied (105-1) | <ul style="list-style-type: none"> ▪ Activity, page 14: Math (measurement) ▪ Activity number 4, page 64: Math (measurement) |
| <p>Chapter 3</p> | <ul style="list-style-type: none"> ▪ using correct names of weather instruments, construct and use instruments to record temperature, wind speed, wind direction, and precipitation (104-7, 204-8, 205-4, 205-10, 205-7, 300-13) ▪ identify, classify, and compare clouds (104-4, 206-1) | <ul style="list-style-type: none"> ▪ Activity, page 22: Social Studies (mapping) ▪ Activity, page 23: Math (data management) ▪ Activity, page 30: Science (sound), and Language (writing) |

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| <p>Weather Elements</p> <p>Includes Activities 7 to 12 on pages 69 to 73</p> | <ul style="list-style-type: none"> ▪ using a variety of sources, gather information to describe the key features of weather systems and identify weather-related technological innovations and products that have been developed by cultures in response to weather conditions (107-14, 205-8, 302-11) ▪ relate the transfer of energy from the sun to weather and discuss the sun's impact on soil and water (206-5, 303-21) ▪ relate the constant circulation of water on Earth to processes of evaporation, condensation, and precipitation (301-13) ▪ identify examples of weather phenomena that are currently being studied (105-1) | <ul style="list-style-type: none"> ▪ Activity, page 31: Math (measurement) ▪ Activity, number 7 page 69: Math (measurement and data management) |
| <p>Chapter 4</p> <p>Severe Weather in Canada</p> <p>Includes Activity 13 on page 74</p> | <ul style="list-style-type: none"> ▪ using a variety of sources, gather information to describe the key features of weather systems and identify weather-related technological innovations and products that have been developed by cultures in response to weather conditions (107-14, 205-8, 302-11) ▪ identify examples of weather phenomena that are currently being studied (105-1) | <ul style="list-style-type: none"> ▪ Throughout chapter: Health (severe weather safety) ▪ Activity, page 4-2: Math (measurement) ▪ Activity, page 4-9: Language (writing) |
| <p>Chapter 5</p> <p>Weather and Canadians</p> <p>Includes Activities 14 to 17 on pages 75 to 79</p> | <ul style="list-style-type: none"> ▪ identify examples of weather phenomena that are currently being studied (105-1) | <ul style="list-style-type: none"> ▪ Activity, page 39: Language (reading and media literacy) ▪ Activity number 14, page 75: Math (data management), and Technology (spreadsheets) ▪ Activity number 15, page 76: Social Studies (mapping) ▪ Activity number 16, page 77: Social Studies (mapping) ▪ Activity number 17, pages 78 to 79: Social Studies (mapping) |
| <p>Chapter 6</p> <p>Ultraviolet Radiation</p> <p>Includes Activities 19 to 23 on pages 80 to 84</p> | <ul style="list-style-type: none"> ▪ identify examples of weather phenomena that are currently being studied (105-1) | <ul style="list-style-type: none"> ▪ Throughout chapter: Health (sun safety), and Social Studies/Science (environment) ▪ Activity number 20, page 81: Health (sun safety), and Math (data management) ▪ Activity number 21, page 82: Health (sun safety), and Math (percentage) ▪ Activity number 22, page 83: Health (sun safety), and Math (percentage) |

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| | | <ul style="list-style-type: none"> ▪ Activity number 23, page 84: Health (sun safety), Math (percentage) |
| <p>Chapter 7</p> <p>Putting It All Together</p> <p>Includes Activity number 18 on page 80</p> | <ul style="list-style-type: none"> ▪ identify and use weather-related folklore to predict weather (105-2) ▪ using correct names of weather instruments, construct and use instruments to record temperature, wind speed, wind direction, and precipitation (104-7, 204-8, 205-4, 205-10, 205-7, 300-13) ▪ identify, classify, and compare clouds (104-4, 206-1) ▪ using a variety of sources, gather information to describe the key features of weather systems and identify weather-related technological innovations and products that have been developed by cultures in response to weather conditions (107-14, 205-8, 302-11) ▪ identify examples of weather phenomena that are currently being studied (105-1) | <ul style="list-style-type: none"> ▪ Activity, page 52: Language (oral communication) ▪ Activity, page 53: Language (writing and oral communication) ▪ Activity, page 57: Math (measurement) ▪ Activity number 18, page 80: Language (writing) |
| <p>Supplement One</p> <p>Air Quality</p> <p>Includes Activities 1 to 6 on pages 9 to 17 (Supplement One)</p> | <ul style="list-style-type: none"> ▪ identify examples of weather phenomena that are currently being studied (105-1) | <ul style="list-style-type: none"> ▪ Throughout chapter: Social Studies/ Science (environment) ▪ Activity, page 4: Technology (internet) ▪ Activity number 2A, page 10: Math (data management), and Technology (internet) ▪ Activity number 2B, page 11: Math (data management) ▪ Activity number 3, pages 12-13: Reading |

¹ The chapter provides teacher information and/or student activities to support the teaching of the specific curriculum outcome.



This curriculum correlation was conducted by Curriculum Services Canada (CSC), the Pan-Canadian standards agency for quality assurance in learning products and programs at www.curriculum.org.