

Sky Watchers Curriculum Correlation

Province: Saskatchewan

Curriculum: Science: A Curriculum Guide for the Elementary Level (1990) - Core Unit: Predicting Weather

Grade: 4

Date of Correlation: March 4, 2008

Chapter	Common Essential Learnings and Science Foundational and Learning Objectives Addressed ¹	Cross Curricular Connections
<p>Chapter 1</p> <p>First Steps</p>	<p>Common Essential Learnings To promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences and objects in meaningful contexts.</p> <p>Science Foundational and Learning Objectives 1.1 Discover how weather systems develop. 1.3. Identify instruments used to measure weather conditions. 1.5. Record measurements made with weather instruments. 2.3. Interpret recorded data.</p>	<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>	<p>Common Essential Learnings To promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences and objects in meaningful contexts.</p> <p>Science Foundational and Learning Objectives 1.1. Discover how weather systems develop. 1.2. Determine what information is recorded on weather maps 1.3. Identify instruments used to measure weather conditions. 1.4. Construct instruments to measure weather conditions. 1.5. Record measurements made with weather instruments. 2.1. Interpret information on weather maps.</p>	<ul style="list-style-type: none"> ▪ Activity, page 14: Math (measurement) ▪ Activity number 4, page 64: Math (measurement)
<p>Chapter 3</p> <p>Weather Elements</p> <p>Includes Activities 7 to 12 on pages 69 to 73</p>	<p>Common Essential Learnings To promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences and objects in meaningful contexts.</p> <p>Science Foundational and Learning Objectives 1.3. Identify instruments used to measure weather conditions. 1.4. Construct instruments to measure weather conditions. 1.5. Record measurements made with weather instruments. 2.3. Interpret recorded data.</p>	<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) ▪ Activity, page 31: Math (measurement) ▪ Activity, number 7 page 69: Math (measurement and data management)
<p>Chapter 4</p>	<p>Common Essential Learnings To promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences and objects in meaningful contexts.</p> <p>Science Foundational and Learning Objectives</p>	<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>Severe Weather in Canada</p> <p>Includes Activity 13 on page 74</p>	<p>1.1. Discover how weather systems develop. 3.3. Identify some hazards associated with bad weather. 3.4. Describe some ways in which the weather affects human activity.</p>	
<p>Chapter 5</p> <p>Weather and Canadians</p> <p>Includes Activities 14 to 17 on pages 75 to 79</p>	<p>Common Essential Learnings To develop students' appreciation of the value and limitations of technology within society. Science Foundational and Learning Objectives 3.1. Suggest some reasons why people rely on accurate weather information. 3.4. Describe some ways in which the weather affects human activity.</p>	<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>	<p>Common Essential Learnings To develop students' appreciation of the value and limitations of technology within society.</p>	<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) ▪ 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>	<p>Common Essential Learnings -To develop students' appreciation of the value and limitations of technology within society. -To promote both intuitive, imaginative thought and the ability to evaluate ideas, processes, experiences and objects in meaningful contexts. Science Foundational and Learning Objectives 1.1. Discover how weather systems develop. 1.3. Identify instruments used to measure weather conditions. 1.5. Record measurements made with weather instruments. 2.2. Forecast weather based on cloud patterns. 2.3. Interpret recorded data. 2.4. Predict weather based on a number of different indicators.</p>	<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>Common Essential Learnings To develop students' appreciation of the value and limitations of technology within society.</p>	<ul style="list-style-type: none"> ▪ Throughout chapter: Social Studies/ Science (environment) ▪ Activity, page 4: Technology (internet) ▪ Activity number 2A, page 10: Math (data)

<p style="text-align: center;">Air Quality</p> <p>Includes Activities 1 to 6 on pages 9 to 17 (Supplement One)</p>		<ul style="list-style-type: none"> management), and Technology (internet) ▪ Activity number 2B, page 11: Math (data management) ▪ Activity number 3, pages 12-13: Reading
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¹ The chapter provides teacher information and/or student activities to support the teaching of the common essential learning or science foundational and learning objective.



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.