

**Sky Watchers Correlation to
Quebec Science and Technology Curriculum**

Province: Quebec

Curriculum: Quebec Science and Technology Curriculum

Cycle: 2 and 3 (grades 3-4-5-6)

Date of Correlation: March 3, 2008

Chapter	Skills	Basic Knowledge	Cross Curricular Connections
<p>Chapter 1</p> <p>First Steps</p>	<ol style="list-style-type: none"> 1. Propose explanations or solutions to scientific problems 2. Build on tools, objects and procedures used in science and technology 3. Communicate using appropriate scientific and technical terminology 	<p>Earth and Space: Systems and Interaction</p> <ul style="list-style-type: none"> - Weather systems (ex.: clouds, precipitation, storms and climates) - Earth, atmospheric and space technologies. (ex.: seismograph, prospecting, weather forecasting, satellites, space station) <p>Appropriate terminology</p> <ul style="list-style-type: none"> - Terminology related to understanding the Earth and space - Representation conventions and methods (ex.: terrestrial globe, constellations) - Drawings and sketches 	<ul style="list-style-type: none"> ▪ Activity, page 1-2: Technology (Internet) ▪ Entire chapter: Math (measurement)
<p>Chapter 2</p> <p>What Makes Weather?</p> <p>Includes Activities 1 to 6 on pages 8-1 to 8-8</p>	<ol style="list-style-type: none"> 1. Propose explanations or solutions to scientific problems 2. Build on tools, objects and procedures used in science and technology 3. Communicate using appropriate scientific and technical terminology 	<p>Earth and Space: Systems and Interaction</p> <ul style="list-style-type: none"> - Weather systems (ex.: clouds, precipitation, storms and climates) - Earth, atmospheric and space technologies. (ex.: seismograph, prospecting, weather forecasting, satellites, space station) <p>Force and Movement</p> <ul style="list-style-type: none"> - The Earth's rotation (ex.: day and night, apparent movement of the sun and stars) <p>Energy</p> <ul style="list-style-type: none"> - Energy transmission (ex.: radiation) 	<ul style="list-style-type: none"> ▪ Activity, page 2-4: Math (measurement) ▪ Activity 4, page 8-4: Math (measurement)

		<p>Systems and Interaction</p> <ul style="list-style-type: none"> - Seasons (Level 3 only) <p>Techniques and Instrumentation</p> <ul style="list-style-type: none"> - Use of simple measurement instruments (ex.: rulers, scale, thermometer, weather vane, barometer, wind gauge, hygrometer) - Design/construction of measurement instruments and prototypes <p>Appropriate terminology</p> <ul style="list-style-type: none"> - Terminology related to understanding the Earth and space. - Representation conventions and methods (ex.: terrestrial globe, constellations) - Drawings and sketches 	
<p>Chapter 3</p> <p>Weather Elements</p> <p>Includes Activities 7 to 12 on pages 8-9 to 8-13</p>	<ol style="list-style-type: none"> 1. Propose explanations or solutions to scientific problems 2. Build on tools, objects and procedures used in science and technology 3. Communicate using appropriate scientific and technical terminology 	<p>Earth and Space: Energy</p> <ul style="list-style-type: none"> - Energy sources: solar energy - Energy transmission (ex.: radiation) <p>Systems and Interaction</p> <ul style="list-style-type: none"> - Weather systems (ex.: clouds, precipitation, storms and climates) <p>Techniques and Instrumentation</p> <ul style="list-style-type: none"> - Design/construction of measurement instruments and prototypes - Use of simple measurement instruments (ex.: rulers, scale, thermometer, weather vane, barometer, wind gauge, hygrometer) <p>Appropriate terminology</p> <ul style="list-style-type: none"> - Terminology related to understanding the Earth and space - Representation conventions and 	<ul style="list-style-type: none"> ▪ Activity, page 3-2: Social Studies (mapping) ▪ Activity, page 3-3: Math (data management) ▪ Activity, page 3-10: Nature Science (sound) and French and English (writing) ▪ Activity, page 3-11: Math (measurement) ▪ Activity 7, page 8-9: Math (measurement and data management)

		<p>methods (ex.: terrestrial globe, constellations)</p> <ul style="list-style-type: none"> - Drawings and sketches 	
<p>Chapter 4</p> <p>Severe Weather in Canada</p> <p>Includes Activity 13 on page 8 to 14</p>	<ol style="list-style-type: none"> 1. Propose explanations or solutions to scientific problems 2. Build on tools, objects and procedures used in science and technology 3. Communicate using appropriate scientific and technical terminology 	<p>Earth and Space: Systems and Interaction</p> <ul style="list-style-type: none"> - Weather systems (ex.: clouds, precipitation, storms and climates) <p>Matter</p> <ul style="list-style-type: none"> - Natural phenomena (ex: erosion, thunder) <p>Techniques and Instrumentation</p> <ul style="list-style-type: none"> - Design/construction of measurement instruments and prototypes - Use of simple measurement instruments (ex.: rulers, scale, thermometer, weather vane, barometer, wind gauge, hygrometer) <p>Appropriate terminology</p> <ul style="list-style-type: none"> - Terminology related to understanding the Earth and space - Representation conventions and methods (ex.: terrestrial globe, constellations) - Drawings and sketches 	<ul style="list-style-type: none"> ▪ Entire chapter: Health Education (severe weather safety) ▪ Activity, page 4-2: Math (measurement) ▪ Activity, page 4-9: French and English (writing)
<p>Chapter 5</p> <p>Weather and Canadians</p> <p>Includes Activities 14 to 17 on pages 8-15 to 8-19</p>	<ol style="list-style-type: none"> 1. Propose explanations or solutions to scientific problems 2. Build on tools, objects and procedures used in science and technology 3. Communicate using appropriate scientific and technical terminology 	<p>The Living World: Systems and Interaction</p> <ul style="list-style-type: none"> - Human interaction with the environment - Environmental technologies (ex.: recycling, composting)) <p>Appropriate terminology</p> <ul style="list-style-type: none"> - Terminology related to understanding the Earth and space - Representation conventions and methods (ex.: terrestrial globe, constellations) - Drawings and sketches 	<ul style="list-style-type: none"> ▪ Activity, page 5-1: French and English (Reading and Media Literacy) ▪ Activity 14, page 8-15: Math (data management) and Technology (Internet and Spreadsheets) ▪ Activity 15, page 8-16: Social Studies (mapping) ▪ Activity 16, page 8-17: Social Studies (mapping) ▪ Activity 17, pages 8-18 and 8-19: Social

			Studies (mapping)
<p>Chapter 6</p> <p>Ultraviolet radiation</p> <p>Includes Activities 19 to 23 on pages 8-20 to 8-24</p>	<ol style="list-style-type: none"> Propose explanations or solutions to scientific problems Build on tools, objects and procedures used in science and technology Communicate using appropriate scientific and technical terminology 	<p>Earth and Space: Energy</p> <ul style="list-style-type: none"> Energy sources: solar energy Energy transmission (ex.: radiation) <p>Techniques and Instrumentation:</p> <ul style="list-style-type: none"> Use of simple measurement instruments (ex.: rulers, scale, thermometer, weather vane, barometer, wind gauge, hygrometer) <p>Appropriate terminology</p> <ul style="list-style-type: none"> Terminology related to understanding the Earth and space Representation conventions and methods (ex.: terrestrial globe, constellations) Drawings and sketches 	<ul style="list-style-type: none"> Entire chapter: Health Education (sun exposure safety) and Social Studies and Nature Science (environment) Activity 20, page 8-21: Health Education (sun exposure safety) and Math (data management) Activity 21, page 8-22: Health Education (sun exposure safety) and Math (percentages) Activity 22, page 8-23: Health Education (sun exposure safety) and Math (percentages) Activity 23, page 8-24: Health Education (sun exposure safety) and Math (percentages)
<p>Chapter 7</p> <p>Putting it All Together</p> <p>Includes Activity number 18 on page 8-20</p>	<ol style="list-style-type: none"> Propose explanations or solutions to scientific problems Build on tools, objects and procedures used in science and technology Communicate using appropriate scientific and technical terminology 	<p>Earth and Space: Systems and Interaction</p> <ul style="list-style-type: none"> Weather systems (ex.: clouds, precipitation, storms and climates) <p>Techniques and Instrumentation</p> <ul style="list-style-type: none"> Use of simple measurement instruments (ex.: rulers, scale, thermometer, weather vane, barometer, wind gauge, hygrometer) <p>Appropriate terminology</p>	<ul style="list-style-type: none"> Activity, page 7-4: French and English (oral communication) Activity, page 7-5: French and English (writing and oral communication) Activity, page 7-9: Math (measurement) Activity 18, page 8-20: French and English (writing)

		<ul style="list-style-type: none"> - Terminology related to understanding the Earth and space - Representation conventions and methods (ex.: terrestrial globe, constellations) - Drawings and sketches 	
<p>Supplement One</p> <p>Air Quality</p> <p>Includes Activities 1 to 6 on pages 9 to 17 (Supplement One)</p>	<ol style="list-style-type: none"> 1. Propose explanations or solutions to scientific problems 2. Build on tools, objects and procedures used in science and technology 3. Communicate using appropriate scientific and technical terminology 	<p>The Living World: Systems and Interaction</p> <ul style="list-style-type: none"> - Human interaction with the environment - Environmental technologies (ex.: recycling, composting) <p>Appropriate terminology</p> <ul style="list-style-type: none"> - Terminology related to understanding the Earth and space - Representation conventions and methods (ex.: terrestrial globe, constellations) - Drawings and sketches 	<ul style="list-style-type: none"> ▪ Entire chapter: Social Studies and Nature Science (environment) ▪ Activity, page 4: Technology (Internet) ▪ Activity 2A, page 10: Math (data management) and Technology (Internet) ▪ Activity 2B – page 11: Math (data management) ▪ Activity 3 – pages 12 and 13: Lecture

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.