

Sky Watchers Curriculum Correlation

Province: New Brunswick

Curriculum: Grade / Group: 3-5

Date of Correlation: March 20, 2008 based on the 2007 temporary curriculum

Chapter	General and Specific Curriculum Outcomes Addressed	Cross Curricular Connections
<p>Chapter 1</p> <p>First Steps</p>	<p>General Curriculum Outcome</p> <p>4. Understand the primary components of the non-living world</p> <p>6. Explain the mechanisms that cause the non-living world to change over time</p> <p>Specific Curriculum Outcome</p> <p>The Earth</p> <p>4.4 Identify the various features of a weather report (ex: temperature, wind speed, precipitation, cloud cover)</p> <p>6.8 Interpret weather data over a period of time and use them to describe climate change (ex.: days, weeks or seasons)</p>	<ul style="list-style-type: none"> ▪ Activity, page 1-2: Technological Studies (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>	<p>General Curriculum Outcome</p> <p>4. Understand the primary components of the non-living world</p> <p>5. Understand the principles governing the primary components of the non-living world</p> <p>6. Explain the mechanisms that cause the non-living world to change over time</p>	<ul style="list-style-type: none"> ▪ Activity, page 2-4: Math (measurement) ▪ Activity 4, page 8-4: Math (measurement)

	<p>Specific Curriculum Outcome</p> <p>The Earth</p> <p>4.4 Identify the various features of a weather report (ex: temperature, wind speed, precipitation, cloud cover)</p> <p>6.8 Interpret weather data over a period of time and use them to describe climate change (ex.: days, weeks or seasons)</p> <p>Space</p> <p>5.2 Understand that the Earth, like the other planets, orbits around the Sun and the moon orbits around the Earth</p> <p>5.11 Describe how air affects everything around us</p>	
<p>Chapter 3</p> <p>Weather Elements</p> <p>Includes Activities 7 to 12 on pages 8-9 to 8-13</p>	<p>General Curriculum Outcome</p> <p>4. Understand the primary components of the non-living world</p> <p>5. Understand the principles governing the primary components of the non-living world</p> <p>6. Explain the mechanisms that cause the non-living world to change over time</p> <p>Specific Curriculum Outcome</p> <p>Matter and Energy</p> <p>4.12 Identify various natural sources of energy (sun, oil, coal, plants, food, nuclear, water, wind)</p> <p>The Earth</p> <p>4.4 Identify the various features of a weather report (ex: temperature, wind speed, precipitation, cloud cover)</p> <p>6.8 Interpret weather data over a period of time and use them to describe climate change (ex.: days, weeks or seasons)</p>	<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>Space</p> <p>5.11 Describe how air affects everything around us</p>	
<p>Chapter 4</p> <p>Severe Weather in Canada</p> <p>Includes Activity 13 on page 8-14</p>	<p>General Curriculum Outcome</p> <p>4. Understand the primary components of the non-living world</p> <p>6. Explain the mechanisms that cause the non-living world to change over time</p> <p>Specific Curriculum Outcome</p> <p>The Earth</p> <p>4.4 Identify the various features of a weather report (ex: temperature, wind speed, precipitation, cloud cover)</p> <p>6.6 Understand that changes occur in various ways all the time (regular, repetitive or irregular); sometimes, change occurs in different ways at the same time (ex.: waves, tides, tsunamis, wind, earthquakes)</p> <p>6.8 Interpret weather data over a period of time and use them to describe climate change (ex.: days, weeks or seasons)</p>	<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>	<p>General Curriculum Outcome</p> <p>4. Understand the primary components of the non-living world</p> <p>6. Explain the mechanisms that cause the non-living world to change over time</p> <p>Specific Curriculum Outcome</p> <p>The Earth</p> <p>4.4 Identify the various features of a weather report (ex: temperature, wind speed, precipitation, cloud</p>	<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 Technological Studies (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>cover)</p> <p>6.3 Understand that the products what we throw away into the environment contribute to the problem of waste storage</p> <p>6.8 Interpret weather data over a period of time and use them to describe climate change (ex.: days, weeks or seasons)</p>	
<p>Chapter 6</p> <p>Ultraviolet Radiation</p> <p>Includes Activities 19 to 23 on pages 8-20 to 8-24</p>	<p>General Curriculum Outcome</p> <p>4. Understand the primary components of the non-living world</p> <p>6. Explain the mechanisms that cause the non-living world to change over time</p> <p>Specific Curriculum Outcome</p> <p>The Earth</p> <p>4.4 Identify the various features of a weather report (ex: temperature, wind speed, precipitation, cloud cover)</p> <p>6.8 Interpret weather data over a period of time and use them to describe climate change (ex.: days, weeks or seasons)</p> <p>Matter and Energy</p> <p>4.12 Identify various natural sources of energy (sun, oil, coal, plants, food, nuclear, water, wind)</p>	<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</p>	<p>General Curriculum Outcome</p> <p>4. Understand the primary components of the non-living world</p> <p>6. Explain the mechanisms that cause the non-living world to change over time</p> <p>Specific Curriculum Outcome</p>	<ul style="list-style-type: none"> ▪ Activity, page 7-4: French and English (oral communication) ▪ Activity, page 7-5: French and English (written and oral communication) ▪ Activity, page 7-9: Math (measurement) ▪ Activity 18, page 8-20: French and English (writing)

<p>number 18 on page 8-20</p>	<p>The Earth</p> <p>4.4 Identify the various features of a weather report (ex: temperature, wind speed, precipitation, cloud cover)</p> <p>6.8 Interpret weather data over a period of time and use them to describe climate change (ex.: days, weeks or seasons)</p>	
<p>Supplement One</p> <p>Air Quality</p> <p>Includes Activities 1 to 6 on pages 9 to 17 (Supplement One)</p>	<p>General Curriculum Outcome</p> <p>4. Understand the primary components of the non-living world</p> <p>6. Explain the mechanisms that cause the non-living world to change over time</p> <p>Specific Curriculum Outcome</p> <p>The Earth</p> <p>4.4 Identify the various features of a weather report (ex: temperature, wind speed, precipitation, cloud cover)</p> <p>6.8 Interpret weather data over a period of time and use them to describe climate change (ex.: days, weeks or seasons)</p>	<ul style="list-style-type: none"> ▪ Entire chapter: Social Studies and Nature Science (environment) ▪ Activity, page 4: Technological Studies (Internet) ▪ Activity 2A, page 10: Math (data management) and Technological Studies (Internet) ▪ Activity 2B – page 11: Math (data management) ▪ Activity 3 – pages 12 and 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.