

Sky Watchers Curriculum Correlation

Province: New Brunswick

Curriculum: Science (2002), Earth and Space Science

Grade: 5

Date of Correlation: February 18, 2008

Chapter	Specific Curriculum Outcomes Addressed ¹	Cross Curricular Connections
<p>Chapter 1</p> <p>First Steps</p>	<ul style="list-style-type: none"> ▪ identify and/or construct, and use instruments for measuring weather information (204-8, 205-4, 205-10) ▪ use appropriate terminology to name weather instruments when collecting weather data (104-7) ▪ record observations using instruments to describe weather in terms of temperature, wind speed, wind direction, precipitation, and cloud cover (205-7, 300-13) ▪ classify clouds as stratus, cumulus, cirrus, or “other”, compare results with others, and recognize that results may vary (104-4, 206-1) ▪ use a variety of sources to gather information to describe the key features of a variety of weather systems (205-8, 302-11) ▪ compile and display weather data collected over a period of time in table and/or graph format, and identify and suggest explanations for patterns or discrepancies in the data (206-2, 206-3) 	<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"> ▪ identify and/or construct, and use instruments for measuring weather information (204-8, 205-4, 205-10) ▪ use appropriate terminology to name weather instruments when collecting weather data (104-7) ▪ record observations using instruments to describe weather in terms of temperature, wind speed, wind direction, precipitation, and cloud cover (205-7, 300-13) ▪ use a variety of sources to gather information to describe the key features of a variety of weather systems (205-8, 302-11) ▪ relate the transfer of energy from the sun to weather conditions (303-21) ▪ describe situations which demonstrate air takes up space, has weight, and expands when heated (300-14) 	<ul style="list-style-type: none"> ▪ Activity, page 14: Math (measurement) ▪ Activity number 4, page 64: Math (measurement)

	<ul style="list-style-type: none"> ▪ draw a conclusion, based on evidence gathered through research and observation, about the patterns of air and/or water flow that result when two air or water masses of different temperature meet (206-5) ▪ identify patterns in indoor and outdoor air movement (302-10) ▪ relate the constant circulation of water on Earth to the processes of evaporation, condensation, and precipitation (301-13) ▪ identify examples of weather phenomena that are currently being studied (105-1) 	
<p>Chapter 3</p> <p>Weather Elements</p> <p>Includes Activities 7 to 12 on pages 69 to 73</p>	<ul style="list-style-type: none"> ▪ identify and/or construct, and use instruments for measuring weather information (204-8, 205-4, 205-10) ▪ use appropriate terminology to name weather instruments when collecting weather data (104-7) ▪ record observations using instruments to describe weather in terms of temperature, wind speed, wind direction, precipitation, and cloud cover (205-7, 300-13) ▪ classify clouds as stratus, cumulus, cirrus, or “other”, compare results with others, and recognize that results may vary (104-4, 206-1) ▪ use a variety of sources to gather information to describe the key features of a variety of weather systems (205-8, 302-11) ▪ relate the transfer of energy from the sun to weather conditions (303-21) ▪ relate the constant circulation of water on Earth to the 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 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>Severe Weather in Canada</p> <p>Includes Activity 13 on page 74</p>	<ul style="list-style-type: none"> ▪ use a variety of sources to gather information to describe the key features of a variety of weather systems (205-8, 302-11) ▪ identify examples of weather phenomena that are currently being studied (105-1) ▪ identify positive and negative effects of technologies that affect weather and the environment (108-1) 	<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>	<ul style="list-style-type: none"> ▪ identify weather-related technological innovations and products that have been developed by various cultures in response to weather conditions (107-14) 	<ul style="list-style-type: none"> ▪ Activity, page 39: Language (reading and media literacy) ▪ Activity number 14, page 75: Math (data

<p>Weather and Canadians</p> <p>Includes Activities 14 to 17 on pages 75 to 79</p>	<ul style="list-style-type: none"> ▪ provide examples of ways that weather forecasts are used by various people in their community (107-5) ▪ identify examples of weather phenomena that are currently being studied (105-1) ▪ identify positive and negative effects of technologies that affect weather and the environment (108-1) 	<p>management), and Technology (spreadsheets)</p> <ul style="list-style-type: none"> ▪ 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) ▪ identify positive and negative effects of technologies that affect weather and the environment (108-1) 	<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) ▪ 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) ▪ identify and/or construct, and use instruments for measuring weather information (204-8, 205-4, 205-10) ▪ use appropriate terminology to name weather instruments when collecting weather data (104-7) ▪ record observations using instruments to describe weather in terms of temperature, wind speed, wind direction, precipitation, and cloud cover (205-7, 300-13) ▪ classify clouds as stratus, cumulus, cirrus, or “other”, compare results with others, and recognize that results may vary (104-4, 206-1) ▪ use a variety of sources to gather information to describe the key features of a variety of weather systems (205-8, 302-11) ▪ compile and display weather data collected over a period of time in table and/or graph format, and identify and suggest explanations for patterns or discrepancies in the data (206-2, 206-3) ▪ ask various people in the community and region for advice on 	<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>how to predict weather; compare the tools and techniques they use to make predictions (107-2, 107-10, 207-4)</p> <ul style="list-style-type: none"> ▪ describe and predict patterns of change in local weather conditions (204-3, 301-14) ▪ identify examples of weather phenomena that are currently being studied (105-1) 	
<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) ▪ identify positive and negative effects of technologies that affect weather and the environment (108-1) 	<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.