

## CURRICULUM CONNECTIONS

Activity #	Activity
<b>D</b>	DISCUSSION
<b>1</b>	KWL CHART
<b>2</b>	PARROTS AS PETS (PART 1)
<b>3</b>	PARROTS AS PETS (PART 2)
<b>4</b>	FORESTS IN ARGENTINA
<b>5</b>	I SEE, I THINK, I WONDER... REFLECTION

Language Arts & Literature		
<b>Organizing Idea</b>	<b>Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.</b>	
<b>Guiding Question</b>	<b>How can text organization support expression and influence meaning?</b>	
<b>Learning Outcome</b>	<b>Students examine how text genres, forms, and structures support and enhance communication.</b>	
	<b>Skills &amp; Procedures</b>	
	Examine elements within a variety of fictional texts, including theme.	D
	Describe characters based on what they say, think, or do or what others say and think about them.	D
<b>Organizing Idea</b>	<b>Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.</b>	
<b>Guiding Question</b>	<b>How can the presentation of ideas and information be enhanced through oral communication?</b>	
<b>Learning Outcome</b>	<b>Students investigate how oral language can be designed to communicate ideas and information.</b>	
	<b>Skills &amp; Procedures</b>	
	Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions.	D,1,4,5
	Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas.	D,1,2,4,5
<b>Organizing Idea</b>	<b>Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.</b>	
<b>Guiding Question</b>	<b>How does the interpretation of evidence support comprehension of texts?</b>	
<b>Learning Outcome</b>	<b>Students analyze information, contexts, and perspectives using a variety of comprehension strategies.</b>	
	<b>Skills &amp; Procedures</b>	
	Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.	D,3,4
	Examine ideas and information within texts that are explicit and implicit.	D,1,2,3,4
	Make inferences based on content that is implicit in texts.	5
	Revise or confirm predictions based on new or additional information from texts or additional sources.	D
	Analyze ideas and information in texts to interpret and respond.	D,1,2,3,4
	Compare and contrast the varied perspectives of main and supporting characters.	D
	Examine information from texts that describes context around people, ideas, or events.	D
	Analyze the actions or feelings of characters in stories, considering the context.	D

<b>Organizing Idea</b>	<b>Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.</b>	
<b>Guiding Question</b>	<b>How does proficient writing enhance communication skills?</b>	
<b>Learning Outcome</b>	<b>Students enhance the accuracy and artistry of expression through creative and critical thinking processes.</b>	
	<b>Skills &amp; Procedures</b>	
	Write to inform, explain, describe, or report for a variety of purposes and audiences.	3
	Summarize and organize ideas gained from multiple sources using a variety of methods or tools.	1,2

## Physical Education and Wellness

<b>Organizing Idea</b>	<b>Safety: A lifetime of optimal well-being is supported by prioritizing health and safety.</b>	
<b>Guiding Question</b>	<b>How can responsibility lead to a desired outcome?</b>	
<b>Learning Outcome</b>	<b>Students analyze responsibility and consider the impact on well-being.</b>	
	<b>Skills &amp; Procedures</b>	
	Reflect on how the results or consequences of personal actions and decisions can affect the well-being of self and others.	D,2,3,4
	Examine the impacts of a variety of factors on personal actions and decisions.	D,4

## Social Studies

<b>Organizing Idea</b>	<b>Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.</b>	
<b>Guiding Question</b>	<b>How can citizens become active and informed?</b>	
<b>Learning Outcome</b>	<b>Students investigate ways to learn about the world and take action for change.</b>	
	<b>Skills &amp; Procedures</b>	
	Investigate an even or issue using multiple sources.	3
	Describe opportunities of informed citizenship.	3,4

## Art

EXPRESSION		
Component 10 (i)	PURPOSE 2: Students will illustrate or tell a story.	
Concepts		
	D. Slogans, causes and promotions can be told visually.	3