

## CURRICULUM CONNECTIONS

Activity #	Activity
D	DISCUSSION
1	OVERPOPULATION: DOING THE MATH
2	FACTS OR OPINIONS?
3	SHARE THE MESSAGE
4	BALL TOSS REFLECTION

English Language Arts & Literature		
Organizing Idea	Text Forms and Structures: Identifying and applying text forms and structures improves	
Guiding Question	How can text organization enhance meaning?	
Learning Outcome	Students relate the form and structure of texts to the communication of ideas and information.	
	<b>Skills &amp; Procedures</b>	
	Examine a variety of text features that provide additional information in a text.	2
	Examine elements within a variety of fictional texts.	D
	Examine major characters in fictional texts.	D
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve	
Guiding Question	In what ways can listening and speaking be enhanced to improve oral communication?	
Learning Outcome	Students examine and apply listening and speaking skills, processes, or strategies in a variety of	
	<b>Skills &amp; Procedures</b>	
	Engage in dialogue to express and understand messages.	D,1,2,4
	Consider the contributions of others when exchanging ideas or opinions.	D,1,2,4
Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning	
Guiding Question	How can building vocabulary and understanding morphology support language use and	
Learning Outcome	Students analyze new words and morphemes to enhance vocabulary.	
	<b>Skills &amp; Procedures</b>	
	Develop tier 3 vocabulary through content-area learning.	1
	Recognize and use figurative language in oral and written communication.	3
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes	
Guiding Question	How can the development of skills and strategies support comprehension of text?	
Learning Outcome	Students analyze text and make connections to personal experiences to support meaning.	
	<b>Skills &amp; Procedures</b>	
	Make connections between a text and personal feelings, experiences, or background	D,2,3,4
	Make connections between various aspects within or between texts.	D
	Make predictions using background knowledge and information within a text.	D
	Identify information from texts that supports predictions.	D
	Reflect on predictions to confirm or change understandings.	D
	Determine the most important information in a text.	D

<b>Organizing Idea</b>	<b>Writing: Ideas and information can be articulated accurately and imaginatively through the use of</b>	
<b>Guiding Question</b>	<b>How can writing craft combined with skills and processes contribute to written expression?</b>	
<b>Learning Outcome</b>	<b>Students investigate writing and research processes that support informed written expression.</b>	
	<b>Skills &amp; Procedures</b>	
	Create written texts for a variety of audiences and purposes.	3
	Create written texts using a variety of forms and structures.	3
	Edit writing for spelling, punctuation, and grammar.	2
	Examine how relationships between audience, purpose, and text form can influence creative expression.	3
	Create written texts that draw upon a variety of sources of inspiration.	2,3
	Select from a variety of text forms or structures to express personal thoughts or feelings.	2
	Include a variety of carefully selected words and sensory detail to add interest and keep	3
<b>Organizing Idea</b>	<b>Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate</b>	
<b>Guiding Question</b>	<b>How does the appropriate use of conventions support clear written communication?</b>	
<b>Learning Outcome</b>	<b>Students investigate and demonstrate how conventions support written communication.</b>	
	<b>Skills &amp; Procedures</b>	
	Capitalize words appropriately in different contexts.	2
	Include a variety of punctuation at the end of sentences.	2
	Apply knowledge of known words, word parts, and word patterns to spell unfamiliar	2

<b>Mathematics</b>		
<b>Organizing Idea</b>	<b>Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.</b>	
<b>Guiding Question</b>	<b>How can processes be established for addition and subtraction?</b>	
<b>Learning Outcome</b>	<b>Students apply strategies for addition and subtraction within 1000.</b>	
	<b>Skills &amp; Procedures</b>	
	Add and subtract natural numbers using standard algorithms.	1
	Estimate sums and differences.	1
	Solve problems using addition and subtraction.	1
<b>Organizing Idea</b>	<b>Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.</b>	
<b>Guiding Question</b>	<b>How can multiplication and division provide new perspectives of number?</b>	
<b>Learning Outcome</b>	<b>Students analyze and apply strategies for multiplication and division within 100.</b>	
	<b>Skills &amp; Procedures</b>	
	Compose a product using equal groups of objects.	1
	Multiply and divide within 100.	1
	Recall multiplication number facts, with factors to 10, and related division facts.	1

<b>Science</b>		
<b>Organizing Idea</b>	<b>Living Systems: Understandings of the living world, Earth, and space are deepened by</b>	
<b>Guiding Question</b>	<b>How do plants and animals interact?</b>	
<b>Learning Outcome</b>	<b>Students analyze and describe how plants and animals interact with each other and within</b>	
	<b>Skills &amp; Procedures</b>	
	Reflect on and share actions that can be taken to protect plants and animals in local environments.	D, 2

<b>Social Studies</b>		
<b>Organizing Idea</b>	<b>Citizenship: Understanding local, national, and global issues empowers individual and collective</b>	
<b>Guiding Question</b>	<b>How can Albertans make an impact in their communities?</b>	
<b>Learning Outcome</b>	<b>Students explore civic actions.</b>	
	<b>Skills &amp; Procedures</b>	
	Contrast civic actions that contribute to communities.	D

<b>Art (Level 2 Grade 3/4)</b>		
<b>Component 10 (i)</b>	<b>PURPOSE 1: Students will record or document activities, people and discoveries.</b>	
D	Knowledge gained from study or experimentation can be recorded visually	3
	<b>PURPOSE 4: Students will express a feeling or a message.</b>	
B	Specific messages, beliefs and interests can be interpreted visually, or symbolized	3