

## CURRICULUM CONNECTIONS

Activity #	Activity
<b>D</b>	DISCUSSION
<b>1</b>	EXPLORING PERSPECTIVES
<b>2</b>	SHOWING COMPASSION
<b>3</b>	FOOD WEBS
<b>4</b>	A SAFE PLACE
<b>5</b>	I THINK, I SEE, I WONDER... REFLECTION

English 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 enhance meaning?</b>	
<b>Learning Outcome</b>	<b>Students relate the form and structure of texts to the communication of ideas and information.</b>	
	<b>Skills &amp; Procedures</b>	
	Examine elements within a variety of fictional texts. Examine major characters in fictional texts. Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot.	D D,1 1
<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>In what ways can listening and speaking be enhanced to improve oral communication?</b>	
<b>Learning Outcome</b>	<b>Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.</b>	
	<b>Skills &amp; Procedures</b>	
	Engage in dialogue to express and understand messages. Consider the contributions of others when exchanging ideas or opinions.	D,2,3,5 D,2,5
	Develop communication skills through individual or group presentations. Participate in presentations as a respectful audience member.	1,4 1,4
<b>Organizing Idea</b>	<b>Comprehension: Text comprehension is supported by applying varied strategies and processes</b>	
<b>Guiding Question</b>	<b>How can the development of skills and strategies support comprehension of text?</b>	
<b>Learning Outcome</b>	<b>Students analyze text and make connections to personal experiences to support meaning.</b>	
	<b>Skills &amp; Procedures</b>	
	Make connections between a text and personal feelings, experiences, or background knowledge. Make connections between various aspects within or between texts. Make predictions using background knowledge and information within a text. Identify information from texts that supports predictions. Reflect on predictions to confirm or change understandings.	D,2,5 D D,5 D,5 D
	Make inferences by combining background knowledge with information that is not explicitly stated within a text. Identify connections between the actions, feelings, or motives of a character and evidence in text.	1,5 D
	Order significant information from a text in a logical sequence. Share important information from a text in a logical order using own words.	3 D

Extra resources are available at [everythingthing.ca/ATresources](http://everythingthing.ca/ATresources)

<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 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 using a variety of forms and structures.	1,2,3
	Sequence sections of writing in a logical order.	1
	Edit writing for spelling, punctuation, and grammar.	1
	Examine how relationships between audience, purpose, and text form can influence	2
	Create written texts that draw upon a variety of sources of inspiration.	1,2
	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 audiences engaged.	1
	Access information from a variety of sources to answer questions or expand knowledge.	1,3
	Organize, categorize, or sequence information using a variety of methods or tools.	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.	1
	Include a variety of punctuation at the end of sentences.	1
	Use adjectives to describe nouns.	1
	Use adverbs to describe verbs.	1
	Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.	1
	Apply a variety of spelling strategies to enhance written expression.	1

<b>Physical Education and Wellness</b>		
<b>Organizing Idea</b>	<b>Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.</b>	
<b>Guiding Question</b>	<b>How are roles connected to character development?</b>	
<b>Learning Outcome</b>	<b>Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.</b>	
	<b>Skills &amp; Procedures</b>	
	Identify emotions in a variety of situations.	D,1,2
<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.</b>	
<b>Guiding Question</b>	<b>How can problem solving support healthy relationships?</b>	
<b>Learning Outcome</b>	<b>Students investigate and describe how problem solving can affect healthy relationships.</b>	
	<b>Skills &amp; Procedures</b>	
	Identify respectful and positive interactions with others.	2

<b>Science</b>		
<b>Organizing Idea</b>	<b>Energy: Understandings of the physical world are deepened by investigating matter and energy.</b>	
<b>Guiding Question</b>	<b>How can forces relate to changes in movement?</b>	
<b>Learning Outcome</b>	<b>Students investigate and explain how forces affect the movement of objects.</b>	
	<b>Skills &amp; Procedures</b>	
	Design a device that uses simple machines.	4
	Safely work with tools, materials, and equipment.	4
<b>Organizing Idea</b>	<b>Living Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.</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 environments.</b>	
	<b>Skills &amp; Procedures</b>	
	Represent various food chains in local and other Canadian environments	3
	Classify animals in a food chain as carnivores, herbivores, or omnivores.	3
	Reflect on and share actions that can be taken to protect plants and animals in local	3
	Explain interconnections in environments, including how plants depend on animals and how animals depend on plants to survive.	3
<b>Organizing Idea</b>	<b>Computer Science: Problem solving and scientific inquiry are developed through the</b>	
<b>Guiding Question</b>	<b>How does creativity contribute to computational thinking?</b>	
<b>Learning Outcome</b>	<b>Students investigate creativity and its relationship to computational thinking.</b>	
	<b>Skills &amp; Procedures</b>	
	Relate creativity to engineering, computing, and the development of new technologies.	4
	Create something new by combining, changing, or reapplying existing ideas.	4

<b>Mathematics</b>		
<b>Organizing Idea</b>	<b>Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.</b>	
<b>Guiding Question</b>	<b>In what way can length be communicated?</b>	
<b>Learning Outcome</b>	<b>Students determine length using standard units.</b>	
	<b>Skills &amp; Procedures</b>	
	Justify the choice of millimetres, centimetres, or metres to measure various lengths.	4
	Measure lengths of straight lines and curves, with millimetres, centimetres, or metres.	4

<b>Social Studies</b>		
<b>Organizing Idea</b>	<b>Systems: Evaluating processes and structures of organizations builds understanding of decision</b>	
<b>Guiding Question</b>	<b>How are natural resources used in Alberta?</b>	
<b>Learning Outcome</b>	<b>Students examine natural resource use in Alberta</b>	
	<b>Skills &amp; Procedures</b>	
	Discover the relationship between physical geography, natural resources, and eco-	4
	Argue how protected areas and parks help to preserve land and resources.	4
	Hypothesize how natural resources are essential for everyday life.	4