

CURRICULUM CONNECTIONS

Activity #	Activity
D	DISCUSSION
1	SIGNIFICANT ANIMALS
2	RESEARCHING ANIMAL BODY LANGUAGE
3	LEARN TO SAY... ARCTIC ANIMALS
4	INJURED AND/OR ORPHANED WILDLIFE
5	FIVE MINUTE 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.	
	Skills & Procedures	
	Examine a variety of text features that provide additional information in a text.	D
	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	
	Skills & Procedures	
	Share information of personal or cultural significance passed between generations of	1
	Engage in dialogue to express and understand messages.	D,1,2,3,4
	Consider the contributions of others when exchanging ideas or opinions.	D,1,2,3,4
	Develop communication skills through individual or group presentations.	2
	Participate in presentations as a respectful audience member.	2,5
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.	
	Skills & Procedures	
	Develop tier 3 vocabulary through content-area learning.	1,3

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.	
	Skills & Procedures	
	Make connections between a text and personal feelings, experiences, or background	D,1,3,4,5
	Make predictions using background knowledge and information within a text.	D,2
	Identify information from texts that supports predictions.	D,2
	Reflect on predictions to confirm or change understandings.	D,2
	Make inferences by combining background knowledge with information that is not	3
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of	
Guiding Question	How can writing craft combined with skills and processes contribute to written expression?	
Learning Outcome	Students investigate writing and research processes that support informed written expression.	
	Skills & Procedures	
	Create written texts for a variety of audiences and purposes.	4
	Examine how relationships between audience, purpose, and text form can influence	4
	Create written texts that draw upon a variety of sources of inspiration.	1,2
	Access information from a variety of sources to answer questions or expand	2,4
	Organize, categorize, or sequence information using a variety of methods or tools.	2,
	Use research to create written text that is appropriate for an audience.	2,4
	List sources of information used to inform research.	2,4

Science		
Organizing Idea	Living Systems: Understandings of the living world, Earth, and space are deepened by	
Guiding Question	How do plants and animals interact?	
Learning Outcome	Students analyze and describe how plants and animals interact with each other and within	
	Skills & Procedures	
	Investigate and discuss how plants and animals respond to stimuli in their	D
	Reflect on and share actions that can be taken to protect plants and animals in local	4
	Discuss First Nations, Métis, and Inuit connection with environments and their	D, 1, 3

Art (Level 2 Grade 3/4)		
Component 10 (i)		
PURPOSE 4: Students will express a feeling or a message.		
B	Specific messages, beliefs and interests can be interpreted visually, or symbolized	3

Social Studies		
Organizing Idea	Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.	
Guiding Question	Who are Albertans?	
Learning Outcome	Students relate diversity to Alberta's western identity.	
	Skills & Procedures	
	Identify local First Nations languages. Explore stories about symbols of diverse communities in Alberta. Reflect on personal connections to language and culture in relation to Alberta's western identity.	3 D, 1, 3 1, 3
Organizing Idea	Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.	
Guiding Question	How can Albertans make an impact in their communities?	
Learning Outcome	Students explore civic actions.	
	Skills & Procedures	
	Contrast civic actions that contribute to communities.	4
	Simulate charity and volunteerism	4