

CURRICULUM CONNECTIONS

The activities primarily focus on Grade 3 Science Skills, Attitudes and Understandings, with connections appropriate for Grade 3 and 4 Language Arts. There are some activities with connections to Grade 2, 3 and 4 Social Studies.

Note: Information provided is based on the Alberta Programs of Study as of 2009.

SCIENCE CURRICULUM Grade Three

SKILLS for Science Inquiry

GLE 3-1,3-2

SLE Focus

- ask questions that lead to exploration and investigation
- identify one or more possible answers to questions by stating predictions or hypotheses

Explore and Investigate

- identify, with guidance, procedures to be followed in finding answers to given questions
- carry out procedures developed by themselves or identified by others
- identify materials and how they are used
- work independently or with others to carry out the identified procedures
- identify, with guidance, sources of information and ideas and, with guidance, access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources

Reflect and Interpret

- record observations and measurements, using captioned pictures and charts, with guidance in the construction of charts. Computer resources may be used for record keeping and for display and interpretation of data
- state an inference, based on observations
- identify applications of what was learned
- identify new questions that arise from the investigation

ATTITUDES

GLE 3-4

SLE

- curiosity
- confidence in personal ability to explore materials and learn by direct study
- inventiveness and willingness to consider new ideas
- perseverance in the search for understandings and for solutions to problems

- a willingness to base their conclusions and actions on the evidence of their own experiences
- a willingness to work with others in shared activities and in sharing of experiences
- appreciation of the benefits gained from shared effort and cooperation
- a sense of responsibility for personal and group actions
- respect for living things and environments, and commitment for their care.

UNDERSTANDINGS

Topic E: Animal Life Cycles

- GLE 3-10, 3-11 ; SLE 4,5,6,8,10

Topic B: Building with a Variety of Materials

- GLE 3-6,3-7; SLE 2,3,4,5

SOCIAL STUDIES CURRICULUM CONNECTION

- Issues-focused Approach to Teaching Social Studies
- Controversial Issues [as discussed before with relation to animal welfare concerns]
- Controversial issues are those topics that are publicly sensitive and upon which there is no consensus of values or beliefs. They include topics on which reasonable people may sincerely disagree. Opportunities to deal with these issues are an integral part of social studies education in Alberta.
- Studying controversial issues is important in preparing students to participate responsibly in a democratic and pluralistic society. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments. Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction should be used by the teacher to promote critical inquiry and teach thinking skills.

LANGUAGE ARTS CURRICULUM CONNECTION Grade Three and Four

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences

- 1.1 Discover and Explore
 - Express ideas and develop understanding
 - Experiment with language and forms
 - Express preferences
- 1.2 Clarify and Extend
 - Consider the ideas of others
 - Combine ideas
 - Extend understanding

General Outcome 2

Students will listen, speak, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

- 2.1 Use Strategies and Cues
 - Use prior knowledge
 - Use comprehension strategies
- 2.2 Respond to Texts
 - Experience various texts
 - Construct meaning from texts
- 2.3 Understand Forms, Elements and Techniques
 - Understand forms and genres
 - Understand techniques and elements

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

- 3.1 Plan and Focus
 - Focus attention
 - Determine information needs
 - Plan to gather information
- 3.2 Select and Process
 - Use a variety of sources
 - Access information
- 3.3 Organize, Record and Evaluate
 - Organize information
 - Record information
- 3.4 Share and Review
 - Share ideas and information

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

- 5.2 Work within a Group
 - Cooperate with others
 - Work in groups.

Activity Overview

Activity Title	Subject Area	Curriculum Connection	Key Message
1. Introduction to animal care	Grade 3 – Science Grades 3&4 Language Arts	Topic E: Animal Life Cycles 1.1; 1.2; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 5.2	Farmers care for their animals throughout growth and development
2. Who am I?	Gr. 3 Science Grades 3&4 Language Arts	Topic E: Animal Life Cycles 1.1; 1.2; 5.2	Animals have instincts, behaviors and needs particular to their species
3. Five Freedoms	Gr. 3 Science Grades 3&4 Language Arts	Topic E: Animal Life Cycles Topic B: Building with a variety of materials 1.1; 1.2; 2.1; 2.2; 3.1; 3.2; 3.3; 3.4; 5.2	Farmers provide animals with quality of life and care in a variety of ways according to their species
4. The Circle of Life	Gr. 3 Science Gr. 3&4 LA Gr.3&4 Social Studies	Topic E: Animal Life Cycles 1.1; 1.2; 3.3 Issue-focused approach – controversial issues	Animals receive special care at each stage of their life cycles
5. Animal Care in Action	Gr. 3 Science Gr.3&4 Language Arts	Topic E Animal life cycles skills and attitudes 1.1; 1.2; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 3.4; 5.2	Animal welfare is important to farmers and those that may provide an animal product to the public