

# Exploring Sustainability in the Manitoba Pork Industry

## CURRICULUM CONNECTIONS (GRADES 4-6)

### GRADE 4-6

Engage meaningfully in the four practices of English language arts to foster deeper understanding using topics, issues, and questions that arise in other curriculum areas.

Provide a learning experience with an environmental and technological lens to give students the opportunity to explore the natural and constructed worlds including the land, the sky, animals, technologies, and environmental and technological issues.

#### Language as Sense Making

Learners are demonstrating an understanding that texts are complex.

- Learners identify main and supporting ideas in texts.
- Learners begin to notice and play with language, word choice, structures, visuals, formats, and voice.

#### Language as System

Learners are choosing and using multiple styles of communication for clarity and effect.

- Learners make decisions about and explain their communication choices (oral, print, visual, multi-modal features).

#### Language as Exploration and Design

Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking

- Learners choose to share ideas and personal knowledge with the class and larger audiences in different ways.
- Learners are blending experiences to represent ideas in different ways.
- Learners experiment with changing a text from one mode to another (e.g., visual to print).
  - Learners play with mixing or weaving modes (e.g., blending visual, oral, media, and/or print).

#### Language as Power and Agency

Learners are recognizing the need for validity and reliability.

- Learners use increasingly different sources to gather and check ideas and information.
- Learners begin questioning sources.
- With time and guidance, learners discuss qualities of a good source for different purposes.

Learners are exploring the decision making of text creators.

- Learners discuss the purpose and context of authors'/creators' work and notice the decisions made with teachers and others.
- With experience and guidance, learners also notice and talk about potential secondary, hidden, or subtle purposes of texts (e.g. advertising, product placement, opinion).

### SCIENCE

#### Grade 4

<b>4-0-2a</b>	Access information using a variety of sources. Examples: school libraries, videos, traditional knowledge, CD-ROMs, Internet...
<b>4-0-4g</b>	Communicate questions, ideas, and intentions, and listen effectively to others during classroom-learning experiences.
<b>4-1-03</b>	Identify the components of an animal habitat. Include: food, water, living space, cover/shelter.
<b>4-1-14</b>	Investigate natural and human-caused changes to habitats and identify resulting effects on plant and animal populations..

Grade 5	
<b>5-0-2a</b>	Access information using a variety of sources. Examples: libraries, magazines, community resource people, outdoor experiences, videos, CD-ROMS, Internet.
<b>5-0-2c</b>	Record information in own words and reference sources appropriately.
<b>5-0-7g</b>	Communicate methods, results, conclusions, and new knowledge in a variety of ways. Examples: oral, written, multi-media presentations.
<b>5-0-8e</b>	Describe hobbies and careers related to science and technology.
<b>5-0-8g</b>	Describe positive and negative effects of scientific and technological endeavours. Include: effects on themselves, society, the environment, and the economy.
<b>5-4-02</b>	Describe how weather conditions may affect the activities of humans and other animals.

Grade 6	
<b>6-0-2a</b>	Access information using a variety of sources. Examples: libraries, magazines, community resource people, outdoor experiences, videos, CD-ROMs, Internet...
<b>6-0-7g</b>	Communicate methods, results, conclusions, and new knowledge in a variety of ways. Examples: oral, written, multimedia presentations...
<b>6-0-8e</b>	Describe hobbies and careers related to science and technology.
<b>6-0-8g</b>	Describe positive and negative effects of scientific and technological endeavours.