

precipitation (301-13)								
Predicting the Weather								
compile and display weather data collected over a period of time in table and/or graph format, and identify and suggest explanations for patterns or discrepancies in the data (206-2, 206-3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
ask different people in the community and region for advice on how to predict weather, and compare their tools and techniques (107-2, 107-10, 207-4)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
provide examples of ways that weather forecasts are used by various people in their community (107-5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
describe and predict patterns of change in local weather conditions (204-3, 301-14)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
Environmental Issues								
identify examples of weather phenomena that are currently being studied (105-1)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
identify positive and negative effects of technologies that affect weather and the environment (108-1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
describe how studies of the depletion of the ozone layer, global warming and the increase in acid rain have led to new inventions and stricter regulations on emissions from cars, factories, and other polluting technologies (106-4)	<input type="checkbox"/>							



This curriculum correlation was conducted by Curriculum Services Canada (CSC), the Pan-Canadian standards agency for quality assurance in learning products and programs at www.curriculum.org.