

# Alberta Curriculum Connections

— GRADES 6, 7, 9

## GRADE 6

### Social Studies

#### *Values and Attitudes*

- Value citizens' participation in a democratic society.

#### *Knowledge and Understanding*

- What are the rights and responsibilities of citizens living in a representative democracy?
- How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues?
- In what ways do elected officials demonstrate their accountability to the electorate?

### Language Arts

#### *Clarify and Extend*

- Use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding.

#### *Respects Others and Strengthen Community*

- Demonstrate respect by choosing appropriate language and tone in oral, print and other media texts.

### Art (5/6)

#### *Expressions*

- Purpose 4: Students will express a feeling or a message.
- Purpose 5: Students will create an original composition, object or space based on supplied motivation.
- Subject Matter: Students will develop themes, with an emphasis on global awareness.
- Media and Techniques: Students will use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.

### Information and Communication Technology

#### DIVISION 2 & 3 — GRADES 4 TO 9

- Students will access, use and communicate information from a variety of technologies.
- Students will seek alternative viewpoints, using information technologies.
- Students will use organizational processes and tools to manage inquiry.
- Students will use technology to investigate and/or solve problems.
- Students will demonstrate a moral and ethical approach to the use of technology.
- Students will use communication technology to interact with others.





## GRADE 7

### Language Arts

#### *Clarify and Extend*

- Listen and respond constructively to alternative ideas or opinions.
- Use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences.
- Talk with others to elaborate ideas, and ask specific questions to seek helpful feedback.

#### *Share and Review*

- Communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations.
- Use appropriate visual, print and/or other media effectively to inform and engage the audience.

#### *Present and Share*

- Identify and use explicit techniques to arouse and maintain interest and to convince the audience.

#### *Respects Others and Strengthen Community*

- Demonstrate respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts.

### Science

#### Unit C – Heat and Temperature

#### *Outcomes for Science, Technology and Society (STS) and Knowledge*

- Describe examples of passive and active solar heating, and explain the principles that underlie them.
- Identify and evaluate sources of heat and the environmental impacts of their use.
- Identify positive and negative consequences of energy use, and describe examples of energy conservation in their home or community.

### Art

#### *Composition*

- Students will develop competence with the components of image: media, techniques and design elements.

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## GRADE 9

### Social Studies

#### *Values and Attitudes*

- Appreciate the impact of government decision making on quality of life.

#### *Skills and Processes*

- Develop skills of critical thinking and creative thinking.
- Demonstrate skills of decision making and problem solving.
- Develop age-appropriate behaviour for social involvement as responsible citizens.
- Research for deliberative inquiry.
- Demonstrate skills of oral, written and visual literacy.

#### *Knowledge and Understanding*

##### 9.2 Issues for Canadians: Economic System in Canada and the United States

- Compare and contrast the principles and practices of market and mixed economics by exploring and reflecting upon questions and issues (e.g., role of the consumer, consumer actions reflect individual and collective identity, government intervention in market economies, basic question of scarcity).
- Assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon questions and issues (e.g., how do government decisions on environmental issues impact quality of life?).

Text Book: Chapters 4, Collective Rights; Chapter 6, Economics; Chapter 9, Environmental Issues.

### Language Arts

#### *Respect Others and Strengthen Community*

- Create or use oral, print and other media texts in ways that are respectful of people, opinions, communities and cultures.

### Science

#### *Outcomes for Science, Technology and Society (STS) and Knowledge*

##### Unit A – Biological Diversity

- Identify impacts of human actions on species survival and variation within species, and analyze related issues for personal and public decision-making.
- Evaluate the success and limitations of various local and global strategies for minimizing the loss of species diversity.

##### Unit C – Environmental Chemistry

- Identify processes for measuring the quantity of different substances in the environment and for monitoring air and water quality.

##### Unit D – Electrical Principles and Technologies

- Identify and evaluate alternative sources of electrical energy, including oil, gas, coal, biomass, wind, waves and batteries.

### Art

#### *Composition*

- Students will create compositions in two and three dimensions.