CURRICULUM

CURRICULUM CONNECTIONS

This section is for educators who want more specific information regarding the Grade 3 curriculum connections for each activity in *Making Waves: An Adventure with Sound*.

Grade 3: Table of Knowledge Outcomes

Activity	Unit	STS-Knowledge Outcomes
Crash Discovers Vibrations	Topic D Hearing and Sound	• Recognize that sound is the result of vibration and demonstrate that the larger the vibration, the louder the sound. • Use sound-producing devices that the student has constructed to demonstrate methods for controlling the loudness, pitch and quality of sound produced. • Demonstrate a variety of ways of producing sounds, for example, by striking an empty glass, by blowing air into a bottle, by constructing and using a device that involves vibrating strings.
Great Shakes Cause Sound	Topic D Hearing and Sound	• Recognize that sound is the result of vibration; and demonstrate that the larger the vibration, the louder the sound. • Use sound-producing devices that the student has constructed to demonstrate methods for controlling the loudness, pitch and quality of sound produced. • Identify examples of vibration.
Crash Investigates Animal Trainers	Topic D Hearing and Sound	• Compare the range of hearing in humans to that in other animals; e.g., dogs and bats.
In Search of Decibels	Topic D Hearing and Sound	• Recognize that there are ways of measuring the loudness of sounds and that loud sounds pose a danger to the ear.
Secrets from the Pond	Topic D Hearing and Sound	• Identify examples that show that sound can travel through a variety of materials, including solids, liquids and air, and that sound travels in all directions.
Rock Star Goes Quiet	Topic D Hearing and Sound	• Construct and evaluate different kinds of soundproofing and sound-amplifying devices. • Identify examples that show that sound can travel through a variety of materials, including solids, liquids and air, and that sound travels in all directions.

Sound Effects Uncovered	Topic D Hearing and Sound	• Recognize that certain sounds have characteristics that cause them to be interpreted as pleasant or unpleasant, and identify these characteristics. • Explain the role that sound plays in communication.
That's A Wrap! (culminating activity)	Topic D Hearing and Sound	• Use sound-producing devices that the student has constructed to demonstrate methods for controlling the loudness, pitch and quality of sound produced.
Digital Activity: Wonderville – What We Hear	Topic D Hearing and Sound	• Identify examples of vibration. • Recognize that sound is the result of vibration; and demonstrate that the larger the vibration, the louder the sound. • Compare the range of hearing in humans to that in other animals; e.g., dogs and bats. • Identify examples that show that sound can travel through a variety of materials, including solids, liquids and air, and that sound travels in all directions. • Describe how the human ear senses vibrations. • Recognize that pitch is the result of differences in the rate of vibration, and predict how a change in the rate of vibration will affect a sound.

CROSS CURRICULUM CONNECTIONS

This crate has connections to Social Studies, Language Arts, Math, Heath and Wellness, Music and ICT curricula. Specific cross curriculum connections are noted in each activity, where applicable.