

Socials Curriculum Links

CONSERVATION IN ACTION: An Educator's Guide to Species at Risk in BC for Grades 8 - 12

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Overview of Module One: An Introduction to Species at Risk

ACTIVITY 1: What Do You Know About SAR? Intro to Species at Risk

An interactive activity that begins with a series of true/false statements to introduce the concepts associated with species at risk of potential extinction, followed by a group analysis of a case example.

ACTIVITY 2: What Species are at Risk in Your Community?

After a classroom-based introduction to the rationale and methods of field investigation of species at risk, a field trip to a local ecosystem introduces students to species at risk, their habitat and the historical geography of the area.

ACTIVITY 3: Species at Risk in the News

Working in small groups, students complete a project-based learning activity to research and produce a student magazine or other media to inform and take action on local species at risk.

KEY:

- ✓ = general link
- ✓ = direct link
- * = see Elaborations on BC Ed new curriculum websites

Subject: Socials 9

Big Ideas	Learning Standard: Content	Activity			Learning Standard: Curricular Competencies	Activity		
		1	2	3		1	2	3
The physical environment influences the nature of political, social, and economic change.	Physiographic features of Canada and geological processes*	✓	✓	✓	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	✓	✓	✓
					Assess the significance of people, places, events, and developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group			
					Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence	✓		✓
					Compare and contrast continuities and changes for different groups during this time same period	✓		✓
					Assess how prevailing conditions and the action of individuals or groups affect events, decisions, or developments	✓		✓
					Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs			✓
					Recognize implicit and explicit ethical judgments in a variety of sources			✓
					Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond			✓

