

## 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 Two: Amphibians at Risk in BC**

##### **ACTIVITY 1: Where have all the Frogs Gone?**

Using case narrative methodology, students are introduced to challenging and provocative issues about species at risk that confront multiple stakeholders. Students analyze and develop possible solutions to a situation presented in a case narrative.

##### **ACTIVITY 2: Amphibians in Your Backyard: Preparation for Field Investigation**

In preparation for conducting a field investigation as "citizen scientists", students develop appropriate field investigative questions and prepare a field investigation plan by going through an inquiry and discovery (research) process to become familiar with local amphibian species at risk and field investigation skills and methods.

##### **ACTIVITY 3: Getting Your Feet Wet! Conducting Field Investigations in Your Community**

Students conduct a field investigation as "citizen scientists" of local amphibian populations and habitat with the support of a conservation biologist. Prior to going into the field, students review appropriate field protocols and methods for collecting data and prepare data forms. Following the field investigation, students analyze and share data, as well as reflect on the role of citizen science in protecting amphibian species and habitats.

##### **ACTIVITY 4: Local Amphibians at Risk: Creating a Case Narrative**

Students analyze and synthesize the information gained during the previous activities, including the field investigation, by creating an outline for a case narrative regarding local amphibian species at risk. The final discussion explores possible actions that the students can take to protect species at risk in their community.

##### **KEY:**

✓ = general link

✓ = direct link

\* = see Elaborations on BC Ed new curriculum websites

## Subject: Socials 8

Big Ideas	Learning Standard: Content	Activity				Learning Standard: Curricular Competencies	Activity			
		1	2	3	4		1	2	3	4
<b>Human and environmental factors shape changes in population and living standards.</b>	<b>Changes in population and living standards*</b>	✓	✓	✓	✓	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, or developments at particular times and places (significance)				✓
						Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance)	✓	✓	✓	✓
						Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)	✓		✓	✓
						Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change (continuity and change)				✓
						Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequences)	✓		✓	✓
						Explain different perspectives on past or present people, places, issues, and events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	✓			✓
						Make ethical judgments about past events, decisions, and actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	✓			✓

