

Science Curriculum Links

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

Prepared by
Kelly Nordin & DG Blair
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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:

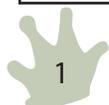
✓ = general link

✓ = direct link

* = see Elaborations on BC Ed new curriculum websites

Subject: Environmental Science 12

Big Ideas	Learning Standard: Content	Activity				Learning Standard: Curricular Competencies	Activity			
		1	2	3	4		1	2	3	4
Global Water Systems: Human actions affect the quality of water and its ability to sustain life.	water quality	✓	✓	✓	✓	Questioning and predicting				
	availability and water use	✓	✓	✓	✓	Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest	✓	✓	✓	✓
	conservation and personal choices	✓	✓	✓	✓	Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world	✓	✓	✓	✓
Global Warming and Climate Change: Human activities have caused changes in the global climate system.	global changes to Earth's climate system	✓	✓	✓	✓	Formulate multiple hypotheses and predict multiple outcomes		✓	✓	✓
						Planning and conducting				
	impacts on society				✓	Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative)		✓	✓	✓
	mitigation and personal choices				✓	Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods		✓	✓	✓
Land Use and Sustainability: Sustainable land use and food production will meet the needs of a growing population.	soil quality	✓	✓	✓	✓	use appropriate SI units and appropriate equipment, including digital technologies, to systematically and accurately collect and record data		✓	✓	
						Apply the concepts of accuracy and precision to experimental procedures and data: significant figures, uncertainty, scientific notation		✓	✓	
						Processing and analyzing data and information				
	land use practices	✓	✓	✓	✓	Experience and interpret the local environment		✓	✓	✓
	global food security and technologies					Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information	✓	✓	✓	✓
	land management and personal choices	✓			✓	Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies			✓	✓
Global Environmental Changes: Living sustainably supports the well-being of self, community, and Earth.	human health and environmental impacts of population growth	✓	✓	✓	✓	Construct, analyze, and interpret graphs, models, and/or diagrams			✓	✓
	environmental ethics				✓	Use knowledge of scientific concepts to draw conclusions that are consistent with evidence	✓		✓	✓
	First Peoples perspectives, philosophies, and responsibilities	✓	✓	✓	✓	Analyze cause-and-effect relationships	✓	✓	✓	✓



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Big Ideas	Learning Standard: Content	Activity				Learning Standard: Curricular Competencies	Activity			
		1	2	3	4		1	2	3	4
						Evaluating				
						Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions			✓	
						Describe specific ways to improve their investigation methods and the quality of the data			✓	
						Evaluate the validity and limitations of a model or analogy in relation to the phenomenon modelled				
						Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and secondary sources	✓	✓	✓	✓
						Consider the changes in knowledge over time as tools and technologies have developed				
						Connect scientific explorations to careers in science	✓			
						Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations and to evaluate claims in secondary sources	✓	✓	✓	✓
						Consider social, ethical, and environmental implications of the findings from their own and others' investigations	✓	✓	✓	✓
						Critically analyze the validity of information in secondary sources and evaluate the approaches used to solve problems	✓	✓	✓	✓
						Assess risks in the context of personal safety and social responsibility			✓	
						Applying and innovating				
						Contribute to care for self, others, community, and world through individual or collaborative approaches	✓	✓	✓	✓
						Transfer and apply learning to new situations				✓
						Generate and introduce new or refined ideas when problem solving		✓	✓	✓
						Contribute to finding solutions to problems at a local and/or global level through inquiry		✓	✓	✓
						Consider the role of scientists in innovation				
						Communicating				
						Formulate physical or mental theoretical models to describe a phenomenon				
						Communicate scientific ideas, claims, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations			✓	✓
						Express and reflect on a variety of experiences, perspectives, and worldviews through place			✓	✓

