

Socials 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: Socials 10

Big Ideas	Learning Standard: Content	Activity				Learning Standard: Curricular Competencies	Activity			
		1	2	3	4		1	2	3	4
Worldviews lead to different perspectives and ideas about developments in Canadian society.	Human-environment interaction	✓	✓	✓	✓	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	✓	✓	✓	✓
	Economic development and Canada's role in a global economy *				✓	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 (significance)				
						Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence)	✓			✓
						Compare and contrast continuities and changes for different groups during this period (continuity and change)				✓
						Assess how prevailing conditions and the action of individuals or groups influence events, decisions, or developments (cause and consequence)	✓	✓	✓	✓
						Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)	✓			✓
						Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)	✓			✓
						Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)	✓			✓

