

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: Human Geography 11-12

Big Ideas	Learning Standard: Content	Activity				Learning Standard: Curricular Competencies	Activity			
		1	2	3	4		1	2	3	4
Human activities alter landscapes in a variety of ways.	Relationships between cultural traits, the use of physical space, and impacts on the environment, including First Peoples cultures	✓	✓	✓	✓	Use geographic inquiry processes and skills to ask questions; gather, interpret, and analyze data and ideas; and communicate findings and decisions	✓	✓	✓	✓
						Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place)	✓	✓	✓	✓
A geographic region can encompass a variety of physical features and/or human interactions.	Global agricultural practices	✓	✓	✓	✓	Assess the interpretations of geographic evidence after investigating points of contention, reliability of sources, and adequacy of evidence (evidence and interpretation)	✓			✓
	Industrialization, trade, and natural resource demands	✓	✓	✓	✓	Draw conclusions about the variation and distribution of geographic phenomena over time and space (patterns and trends)	✓			✓
	Increase urbanization and influences on societies and environments	✓	✓	✓	✓	Evaluate how particular geographic actions or events influence human practices or outcomes (geographical value judgments)	✓			✓
						Evaluate the features or aspects of geographic phenomena or locations to explain what makes them worthy of attention or recognition (geographical importance)	✓		✓	✓
						Identify and assess how human and environmental factors and events influence each other (interactions and associations)	✓	✓	✓	✓
						Make reasoned ethical judgments about controversial actions in the past or present, and determine whether we have a responsibility to respond geographical value judgment)	✓	✓	✓	✓

