

## Social Studies Prescribed Learning Outcomes for the HSBC Fraser River Sturgeon Project

	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>
<b>Skills and Processes of Social Studies</b>	<ul style="list-style-type: none"> <li>• apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues</li> <li>• use maps and timelines to gather and represent information</li> <li>• gather information from a variety of sources</li> <li>• identify alternative perspectives on a selected event or issue</li> <li>• create a presentation on a selected historical event or topic</li> <li>• formulate strategies to address problems or issues</li> </ul>	<ul style="list-style-type: none"> <li>• apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues</li> <li>• use maps and timelines to locate, interpret, and represent major physical, political, and economic features of BC and Canada</li> <li>• gather a body of information from a variety of primary and secondary sources</li> <li>• create a presentation on a selected topic</li> <li>• defend a position on a selected topic</li> <li>• implement a plan of action to address a selected school, community, or national problem or issue</li> </ul>	<ul style="list-style-type: none"> <li>• apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</li> <li>• interpret graphs, tables, aerial photos, and various types of maps</li> <li>• evaluate the credibility and reliability of selected sources</li> <li>• deliver a formal presentation</li> <li>• implement a plan of action to address a selected local or global problem or issue</li> </ul>	<ul style="list-style-type: none"> <li>• apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, using analogies, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues</li> <li>• use various types of graphs, tables, timelines, and maps to obtain or communicate information</li> <li>• compile a body of information from a range of sources</li> <li>• deliver a formal presentation on a selected issue or inquiry using two or more forms of representation</li> <li>• defend a position on a contemporary or historical issue</li> </ul>
<b>Identity, Society, and Culture</b>	<ul style="list-style-type: none"> <li>• distinguish characteristics of various Aboriginal cultures in BC and Canada</li> </ul>			

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<b>Economy and Technology</b>	<ul style="list-style-type: none"> <li>• describe technologies used by Aboriginal people in BC and Canada</li> </ul>		<ul style="list-style-type: none"> <li>• evaluate effects of technology on lifestyles and environments</li> </ul>	
<b>Human and Physical Environment</b>	<ul style="list-style-type: none"> <li>• use maps and globes to locate               <ul style="list-style-type: none"> <li>- the world's hemispheres</li> <li>- Aboriginal groups studied</li> </ul> </li> <li>• describe Aboriginal peoples' relationship with the land and natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• describe the location of natural resources within BC and Canada, including – fish and marine resources</li> <li>• explain why sustainability is important</li> <li>• analyse environmental effects of settlement in early BC and Canada</li> </ul>	<ul style="list-style-type: none"> <li>• assess the relationship between cultures and their environments</li> <li>• describe factors that affect settlement patterns and population distribution in selected countries</li> </ul>	

## Science Prescribed Learning Outcomes for the HSBC Fraser River Sturgeon Project

	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>
<b>Life Sciences</b>	<p>Habitats and Communities</p> <ul style="list-style-type: none"> <li>• compare the structures and behaviours of local animals and plants in different habitats and communities</li> <li>• analyse simple food chains</li> <li>• demonstrate awareness of the Aboriginal concept of respect for the environment</li> <li>• determine how personal choices and actions have environmental consequences</li> </ul>		<p>Diversity of Life</p> <ul style="list-style-type: none"> <li>• analyse how different organisms adapt to their environments</li> <li>• distinguish between life forms as single or multi-celled organisms and belonging to 1 of 5 kingdoms: Plantae, Animalia, Monera, Protista, Fungi</li> </ul>	<p>Ecosystems</p> <ul style="list-style-type: none"> <li>• analyse the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems</li> <li>• assess survival needs and interactions between organisms and the environment</li> <li>• assess the requirements for sustaining healthy local ecosystems</li> <li>• evaluate human impacts on local ecosystems</li> </ul>
<b>Earth and Space Science</b>		<p>Renewable and Non-Renewable Resources</p> <ul style="list-style-type: none"> <li>• analyse how BC 's living / non-living resources are used</li> <li>• identify methods of extracting or harvesting and processing BC 's resources</li> <li>• analyse how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources</li> <li>• describe potential environmental impacts of using BC 's living and nonliving resources</li> </ul>		

A note about Language Arts and Art prescribed learning outcomes for the HSBC Fraser River Sturgeon Project

### **Language Arts**

The lessons for the HSBC Fraser River Sturgeon Project encompass a variety of Language Arts and Art prescribed learning outcomes. With respect to Language Arts, lessons 1, 3 and 5 focus on the students' ability to read and comprehend information and their ability to respond in an appropriate manner. Various strategies will be used to help comprehend the information the students read. Lessons 2b, 4 and 6 focus on the students' ability to communicate their knowledge and understanding in written, oral and/or visual format. During each lesson students will be personally responding by writing a reflection after each lesson.

### **Art**

The lessons also encompass a variety of Art learning outcomes which depend largely on which extension activities the teacher selects. The artwork which students complete will focus on the outcomes related to the creation of 2D and / or 3D images to communicate information or represent ideas. Also, the students' Art will incorporate different visual elements and principles of design, and will allow students to use a variety of strategies to create specific effects in their work.

A note about the Social Responsibility performance standards for the HSBC Fraser River Sturgeon Project

### **Social Responsibility**

In grades 4-6, students will demonstrate various levels of social responsibility as described in the performance standards. While completing the HSBC Fraser River Sturgeon Project, it is hoped that students develop their understanding of social responsibility through the plight of the Fraser River white sturgeon. Teachers can use the section 'Exercising Democratic Rights and Responsibilities' to gauge the students' concept of global citizenship and their ability to identify some specific ways to make the world a better place (e.g. attempts to use resources wisely; practices conservation; may take responsibility beyond self).