

# RIVER SCHOOL

## PROGRAMS

## AT THE FRASER RIVER DISCOVERY CENTRE

Programs are offered Wednesdays, Thursdays, and Fridays at 10:00am and 12:30pm from October to June.

\$5.00 per student. No charge for adults.

Registration and payment required 3 weeks in advance.

Booking form is available online at:

[www.FraserRiverDiscovery.org/education.htm](http://www.FraserRiverDiscovery.org/education.htm)

Call **604-521-8401x108** or email

[programs@FraserRiverDiscovery.org](mailto:programs@FraserRiverDiscovery.org)

## SCHOOL PROGRAMS CURRICULAR CONNECTIONS

### Shadows of the Fraser (K - Grade 3)

Students explore the life cycle and habitat of the elusive white sturgeon through real specimens and a fun felt storyboard. Students also learn how people's actions can impact sturgeon in the Fraser River, fostering a sense of responsibility to the local environment.

#### Science

##### Big Ideas

- Plants and animals have observable features (Gr K)
- Living things have life cycles and features adapted to their environment (Gr 1, 2)
- Living things are diverse and can be grouped and interact in their ecosystems (Gr 3)
- Water is essential to all living things, and it cycles through the environment (Gr 2)

##### Curricular Competencies

- Experience and interpret the local environment (Gr K-3)
- Share observations and ideas orally (Gr K)
- Identify simple patterns and connections (Gr 1, 2)
- Consider some environmental consequences of their actions (Gr 2)
- Identify some simple environmental implications of theirs' and others' actions (Gr 3)

#### Social Studies

##### Curricular Competencies

- Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same (Gr K-3)
- Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action (Gr K-3)

### Inspired by the River (Grade K-6)

Through visual and dramatic arts, students become inspired by the Mighty Fraser River, collaborate to create a river mural, and use drama and play to explore their personal connections to the river.

#### Science

##### Big Ideas

- Observable patterns and cycles occur in the local sky and landscape (Gr 1)

##### Curricular Competencies

- Make exploratory observations using senses (Gr K)
- Share observations and ideas orally (Gr K)
- Experience and interpret the local environment (Gr K-6)
- Identify simple patterns and connections (Gr K-3)

#### Arts Education

##### Big Ideas

- Engagement in the arts creates opportunities for inquiry through purposeful play (Gr K)
- Dance, Drama, Music, and Visual Arts express meaning in unique ways, and creates opportunity for risk-taking (Gr K-6)
- People connect to others and share ideas through the arts (Gr K-6)

##### Curricular Competencies

- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play (Gr K-6)
- Reflect on creative processes and make connections to other experiences (Gr 1-6)
- Interpret and communicate ideas using symbolism in the arts (Gr K-6)

# RIVER SCHOOL

## PROGRAMS

## AT THE FRASER RIVER DISCOVERY CENTRE

Programs are offered Wednesdays, Thursdays, and Fridays at 10:00am and 12:30pm from October to June.

\$5.00 per student. No charge for adults.

Registration and payment required 3 weeks in advance.

Booking form is available online at:

[www.FraserRiverDiscovery.org/education.htm](http://www.FraserRiverDiscovery.org/education.htm)

Call **604-521-8401x108** or email

[programs@FraserRiverDiscovery.org](mailto:programs@FraserRiverDiscovery.org)

### From Pollution to Solution (Grade 2-5)

Students determine how personal choices have environmental consequences by “polluting” a giant model of the Lower Mainland and brainstorming alternatives to common pollutants. Students will be inspired to be part of the solution by Fin Donnelly’s marathon swims of the Fraser River.

#### Science

##### Big Ideas

- Water is essential to all living things and it cycles through the environment (Gr 2)
- Living things are diverse, can be grouped, and interact with their ecosystems (Gr 3)
- All living things sense and respond to their environment (Gr 4)

##### Curricular Competencies

- Experience and interpret the local environment (Gr 2-5)
- Compare observations with predictions through discussion (Gr 2)
- Identify simple patterns and connections (Gr 2)
- Make observations about living and non-living things in the local environment (Gr 3, 4)
- Make simple inferences based on their results and prior knowledge (Gr 3, 4)
- Identify some simple environmental implications of theirs’ and others’ actions (Gr 3, 4)
- Identify some of the social, ethical, and environmental implications of the finding from their own and other’s investigations (Gr 5)

#### Social Studies

##### Big Ideas

- Local actions have global consequences, and global actions have local consequences (Gr 2-5)

##### Curricular Competencies

- Recognize the causes and consequences of events, decisions, and developments (Gr 2-5)
- Make value judgements about events, decisions, and actions and suggest lessons that can be learned (Gr 2-5)

### Living Dinosaurs (Grade 4-7)

Students discuss how white sturgeon are adapted to living in the Fraser River and assess their survival needs. The program includes hands-on stations about sturgeon life-cycle and anatomy with a special focus on evaluating human impacts on the environment that affect sturgeon survival.

#### Science

##### Big Ideas

- All living things sense and respond to their environment (Gr 4)
- Multicellular organisms have organ systems that enable them to survive and interact within their environment (Gr 5-6)
- Evolution by natural selection provides an explanation for the diversity and survival of living things (Gr 7)

##### Curricular Competencies

- Identify questions about familiar objects and events that can be investigated scientifically (Gr 4)
- Make predictions based on prior knowledge (Gr 4-7)
- Experience and interpret the local environment (Gr 4-7)
- Identify some simple environmental implications of their and others’ actions (Gr 4-7)
- Contribute to care for self, others, school, and neighbourhood through individual or collaborative approaches (Gr 4-7)

# RIVER SCHOOL

## PROGRAMS

## AT THE FRASER RIVER DISCOVERY CENTRE

Programs are offered Wednesdays, Thursdays, and Fridays at 10:00am and 12:30pm from October to June.

\$5.00 per student. No charge for adults.

Registration and payment required 3 weeks in advance.

Booking form is available online at:

[www.FraserRiverDiscovery.org/education.htm](http://www.FraserRiverDiscovery.org/education.htm)

Call **604-521-8401x108** or email

[programs@FraserRiverDiscovery.org](mailto:programs@FraserRiverDiscovery.org)

### Social Studies

#### Big Ideas

- The pursuit of valuable natural resources has played a key role in changing the land, people, and communities in Canada (Gr 4-5)

#### Curricular Competencies

- Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes; cause and consequence (Gr 4-7)
- Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place; ethical judgment (Gr 4-7)

### The Trading Trail (Grade 4-7)

Students explore the economic and technological exchanges between Aboriginal people and fur traders and become archaeologists as they dig for artifacts that represent key events in the development of BC.

### Science

#### Curricular Competencies

- Identify questions about familiar objects and events that can be investigated scientifically (Gr 4)
- Make predictions based on prior knowledge (Gr 4-7)
- Experience and interpret the local environment (Gr 4-7)
- Identify First Peoples perspectives and knowledge as sources of information (Gr 4)

### Social Studies

#### Big Ideas

- The pursuit of valuable natural resources has played a key role in changing the land, people, and communities in Canada (Gr 4-5)

#### Curricular Competencies

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Gr 4-7)
- Construct arguments defending the significance of individuals/groups, places, events, and developments; significance (Gr 4-7)
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources; evidence (Gr 4-7)
- Sequence objects, images, and events, and determine continuities and changes between different time periods and places; continuity and change (Gr 4-7)
- Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes; cause and consequence (Gr 4-7)
- Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places; perspective (Gr 4-7)
- Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place; ethical judgment (Gr 4-7)

### My River My Home: Online resource kit for educators (Grade K-9)

25 lesson plans for K-9 about the environmental, sociocultural, and economic sustainability of the Fraser River basin. Curriculum connections and suggested activities by grade are included in the resource kit.

# RIVER SCHOOL

## PROGRAMS

## AT THE FRASER RIVER DISCOVERY CENTRE

Programs are offered Wednesdays, Thursdays, and Fridays at 10:00am and 12:30pm from October to June.

\$5.00 per student. No charge for adults.

Registration and payment required 3 weeks in advance.

Booking form is available online at:

[www.FraserRiverDiscovery.org/education.htm](http://www.FraserRiverDiscovery.org/education.htm)

Call **604-521-8401x108** or email

[programs@FraserRiverDiscovery.org](mailto:programs@FraserRiverDiscovery.org)

### **Our Bones are Made of Salmon** (Grade 4-7)

Students explore Aboriginal people's connections to the environment by comparing traditional salmon fishing tools. Students also learn how Aboriginal people preserve their culture through a storytelling film in which two local elders share oral histories of how salmon came to the Fraser River.

#### Science

##### *Curricular Competencies*

- Identify First Peoples perspectives and knowledge as sources of information (Gr 4-6)
- Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information (Gr 7)

#### Social Studies

##### *Big Ideas*

- Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's identity (Gr 4)
- Natural resources continue to shape the economy and identity of different regions of Canada (Gr 5)

##### *Curricular Competencies*

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Gr 4-7)
- Construct arguments defending the significance of individuals/groups, places, events, and developments; significance (Gr 4-7)
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources; evidence (Gr 4-7)
- Sequence objects, images, and events, and determine continuities and changes between different time periods and places; continuity and change (Gr 4-7)
- Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places; perspective (Gr 4-7)
- Make ethical judgments about events, decisions, and actions that consider the conditions of a particular time and place; ethical judgment (Gr 4-7)

### **Taking the Pulse of the Fraser** (Grade 6-9)

Students follow the scientific method to conduct a water quality investigation of the Fraser River to test whether the temperature, turbidity, and pH of their sample fall within the acceptable levels for salmon.

#### Science

##### *Big Ideas*

- Everyday materials are often mixtures (Gr 6-9)

##### *Curricular Competencies*

- Consider ethical responsibilities when deciding how to conduct an experiment (Gr 6-9)
- Experience and interpret the local environment (Gr 6-9)
- Use equipment and materials safely, identifying potential risks (Gr 6-9)
- Decide which variable should be changed and measured for a fair test (Gr 6-9)
- Observe, measure, and record data, using appropriate tools, including digital technologies (Gr 6-9)
- Reflect on their investigation methods, including the adequacy of controls on variables (dependent and independent) and the quality of the data collected (Gr 7-9)
- Suggest ways to plan and conduct an inquiry to find answers to their questions (Gr 7-9)