

# RIVER SCHOOL PROGRAM CURRICULAR CONNECTIONS

## Whose Job Is It, Anyway?

(Grade 2-5)

Students in grades 2-5 learn the process of spill cleanup in the Fraser River and the Burrard Inlet, and how oil is used in our daily lives. During this 1.5-hour workshop, students roleplay a spill response drill using equipment from the OSCAR trailer. Students also engage in games to introduce them to the variety of uses of oil to maintain the lifestyles we have created.

Grade	Subject	Curricular Area	Features
2	Social Studies	Big Ideas	<ul style="list-style-type: none"> <li>Local actions have global consequences, and global actions have local consequences.</li> <li>Individuals have rights and responsibilities as global citizens.</li> </ul>
		Curricular Competencies	<ul style="list-style-type: none"> <li>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>Explain why people, events, or places are significant to various individuals and groups (significance)</li> <li>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</li> <li>Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change)</li> <li>Recognize the causes and consequences of events, decisions, or developments (cause and consequence)</li> <li>Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)</li> <li>Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</li> </ul>
		Content	<ul style="list-style-type: none"> <li>how people’s needs and wants are met in communities</li> <li>relationships between people and the environment in different communities</li> <li>diverse features of the environment in other parts of Canada and the world</li> <li>rights and responsibilities of individuals regionally and globally</li> <li>roles and responsibilities of regional governments</li> </ul>
	Science	Curricular Competencies	<ul style="list-style-type: none"> <li>Demonstrate curiosity and a sense of wonder about the world</li> </ul>

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			<ul style="list-style-type: none"> <li>• Observe objects and events in familiar contexts</li> <li>• Ask questions about familiar objects and events</li> <li>• Make simple predictions about familiar objects and events</li> <li>• Safely manipulate materials to test ideas and predictions</li> <li>• Experience and interpret the local environment</li> <li>• Compare observations with predictions through discussion</li> <li>• Identify simple patterns and connections</li> <li>• Consider some environmental consequences of their actions</li> </ul>
3	Social Studies	Curricular Competencies	<ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Explain why people, events, or places are significant to various individuals and groups (significance)</li> <li>• Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</li> <li>• Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change)</li> <li>• Recognize the causes and consequences of events, decisions, or developments (cause and consequence)</li> <li>• Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events (perspective)</li> <li>• Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)</li> </ul>
	Science	Curricular Competencies	<ul style="list-style-type: none"> <li>• Demonstrate curiosity and a sense of wonder about the world</li> <li>• Observe objects and events in familiar contexts</li> <li>• Ask questions about familiar objects and events</li> <li>• Make simple predictions about familiar objects and events</li> <li>• Safely manipulate materials to test ideas and predictions</li> <li>• Experience and interpret the local environment</li> <li>• Compare observations with predictions through discussion</li> <li>• Identify simple patterns and connections</li> <li>• Consider some environmental consequences of their actions</li> </ul>
4	Social Studies	Big Ideas	<ul style="list-style-type: none"> <li>• The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.</li> </ul>

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		Curricular Competencies	<ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)</li> <li>• Ask questions, corroborate inferences, and draw conclusions about the content and origins of different sources (evidence)</li> <li>• Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change)</li> <li>• Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)</li> <li>• Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective)</li> <li>• Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment)</li> </ul>
	Science	Curricular Competencies	<ul style="list-style-type: none"> <li>• Demonstrate curiosity and a sense of wonder about the world</li> <li>• Observe objects and events in familiar contexts</li> <li>• Ask questions about familiar objects and events</li> <li>• Make simple predictions about familiar objects and events</li> <li>• Safely manipulate materials to test ideas and predictions</li> <li>• Experience and interpret the local environment</li> <li>• Compare observations with predictions through discussion</li> <li>• Identify simple patterns and connections</li> <li>• Consider some environmental consequences of their actions</li> </ul>
5	Social Studies	Big Ideas	<ul style="list-style-type: none"> <li>• Natural resources continue to shape the economy and identity of different regions of Canada.</li> </ul>
		Curricular Competencies	<ul style="list-style-type: none"> <li>• Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</li> <li>• Develop a plan of action to address a selected problem or issue</li> <li>• Construct arguments defending the significance of individuals/groups, places, events, and developments (significance)</li> </ul>

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		<ul style="list-style-type: none"> <li>• Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</li> <li>• Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)</li> <li>• Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)</li> <li>• Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)</li> <li>• Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)</li> </ul>
	Content	<ul style="list-style-type: none"> <li>• levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding</li> <li>• participation and representation in Canada's system of government</li> <li>• resources and economic development in different regions of Canada</li> </ul>
Science	Curricular Competencies	<ul style="list-style-type: none"> <li>• Demonstrate curiosity and a sense of wonder about the world</li> <li>• Observe objects and events in familiar contexts</li> <li>• Ask questions about familiar objects and events</li> <li>• Make simple predictions about familiar objects and events</li> <li>• Safely manipulate materials to test ideas and predictions</li> <li>• Experience and interpret the local environment</li> <li>• Compare observations with predictions through discussion</li> <li>• Identify simple patterns and connections</li> <li>• Consider some environmental consequences of their actions</li> </ul>