

RIVER SCHOOL PROGRAM CURRICULAR CONNECTIONS

BUILDING CLIMATE RESILIENCE: Stream Restoration Simulation

(K - 3)

Students will learn about the different components found in a healthy, salmon-bearing stream and how they each help salmon to thrive. Students will be focusing on the following questions: What is a habitat, and what makes a habitat suitable for salmon? -What are some environmental threats that salmon-bearing creeks face? What is restoration? What can we do to be stewards for salmon habitat?

Grade	Subject	Curricular Area	Features
K	Science	Big Ideas	<ul style="list-style-type: none"> Plants and animals have observable features
		Curricular Competencies	<ul style="list-style-type: none"> Experience and interpret the local environment Share observations and ideas orally Demonstrate curiosity and a sense of wonder about the world Ask simple questions about familiar objects and events Discuss observations Share observations and ideas orally Express and reflect on personal experiences of place
		Content	<ul style="list-style-type: none"> Adaptations of local plants and animals Living things make changes
	Social Studies	Curricular Competencies	<ul style="list-style-type: none"> Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action
		Content	<ul style="list-style-type: none"> rights, roles, and responsibilities of individuals and groups people, places, and events in the local community, and in local First Peoples communities
1	Science	Big Ideas	<ul style="list-style-type: none"> Living things have features and behaviours that help them survive in their environment.
		Curricular Competencies	<ul style="list-style-type: none"> Experience and interpret the local environment Identify simple patterns and connections Demonstrate curiosity and a sense of wonder about the world Compare observations with predictions through discussion Communicate observations and ideas using oral or written language, drawing, or role-play Express and reflect on personal experiences of place
		Content	<ul style="list-style-type: none"> Names of local plants and animals Structural features of living things in the local environment Behavioural adaptations of animals in the local environment
	Social Studies	Big Ideas	<ul style="list-style-type: none"> We shape the local environment, and the local environment shapes who we are and how we live.

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			<ul style="list-style-type: none"> • Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.
		Curricular Competencies	<ul style="list-style-type: none"> • Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same • Identify fair and unfair aspects of events, decisions, and actions in their lives and consider appropriate courses of action • Ask questions, make inferences, and draw conclusions about the content and features of different types of sources
		Content	<ul style="list-style-type: none"> • Natural and human-made features of the local environment • Relationships between a community and its environment • Roles, rights, and responsibilities in the local community
2	Science	Big Ideas	<ul style="list-style-type: none"> • Living things have life cycles and features adapted to their environment • Water is essential to all living things, and it cycles through the environment
		Curricular Competencies	<ul style="list-style-type: none"> • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask questions about familiar objects and events • Make simple predictions about familiar objects and events • Safely manipulate materials to test ideas and predictions • Experience and interpret the local environment • Compare observations with predictions through discussion • Identify simple patterns and connections • Consider some environmental consequences of their actions
		Content	<ul style="list-style-type: none"> • Metamorphic and non-metamorphic life cycles of different organisms • Similarities and differences between offspring and parent • Water sources including local watersheds
	Social Studies	Big Ideas	<ul style="list-style-type: none"> • Local actions have global consequences, and global actions have local consequences.
		Curricular Competencies	<ul style="list-style-type: none"> • Sequence objects, images, and events, and distinguish between what has changed and what has stayed the same

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3			<ul style="list-style-type: none"> • Make value judgments about events, decisions, or actions, and suggest lessons that can be learned
		Content	<ul style="list-style-type: none"> • Relationships between people and the environment in different communities • Roles and responsibilities of regional governments
		Big Ideas	<ul style="list-style-type: none"> • Living things are diverse and can be grouped and interact in their ecosystems
	Science	Curricular Competencies	<ul style="list-style-type: none"> • Demonstrate curiosity about the natural world • Observe objects and events in familiar contexts • Make predictions based on prior knowledge • Experience and interpret the local environment • Identify First Peoples perspectives and knowledge as sources of information • Sort and classify data and information using drawings or provided tables • Make simple inferences based on their results and prior knowledge • Identify some simple environmental implications of their and others' actions • Identify First Peoples perspectives and knowledge as sources of information • Identify some simple environmental implications of their and others' actions
		Content	<ul style="list-style-type: none"> • Biodiversity in the local environment • The knowledge of local First Peoples of ecosystems • Local First Peoples knowledge of local landforms
	Social studies	Curricular Competencies	<ul style="list-style-type: none"> • Sequence objects, images, or events, and explain why some aspects change and others stay the same. • Make value judgments about events, decisions, or actions, and suggest lessons that can be learned • Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) • Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change) • Recognize the causes and consequences of events, decisions, or developments (cause and consequence)
		Content	<ul style="list-style-type: none"> • Interconnections of cultural and technological innovations of global and local indigenous peoples • Relationship between humans and their environment