



*Invasive Species Council
of British Columbia*

Invasives in the Classroom

British Columbia Prescribed Learning Outcomes

GRADES 1 - 7 SCIENCE • SOCIAL STUDIES • MATH

Science

Kindergarten

- describe features of local plants and animals
- demonstrate the ability to observe their surroundings
- describe features of their immediate environment

Grade 1

- classify living and non-living things
- describe how the basic needs of plants and animals are met in their environment
- describe the basic needs of local plants and animals (e.g. food, water, light)
- use the five senses to make observations
- compare common animals
- compare local plants
- describe features of local plants
- describe features of local plants and animals (e.g. colour, shape, size, texture)
- demonstrate the ability to observe their surroundings
- describe features of their immediate environment
- describe changes that occur in daily and seasonal cycles and their effects on living things

Grade 2

- use their senses to interpret observations
- ask questions that foster investigations and explorations relevant to the content
- infer the probable outcome of an event or behaviour based on observations
- classify familiar animals according to similarities and differences in appearance, behaviour, and life cycles
- describe how animals are important in the lives of Aboriginal peoples in BC
- describe some changes that affect animals (e.g. hibernation, migration, decline in population)
- describe ways in which animals are important to other living things and the environment

Grade 3

- compare familiar plants according to similarities and differences in appearance and life cycles
- describe how plants are harvested/used during seasons
- describe ways in which plants are important to other living things and the environment
- make predictions, supported by reasons and relevant to the content

- compare the structures and behaviours of local animals and plants in different habitats and communities
- use data from investigations to recognize patterns and relationships and reach conclusions

Grade 4

- compare the structures and behaviours of local animals and plants in different habitats and communities
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences
- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions
- analyze simple food chains
- analyze impacts of weather conditions on living and non-living things

Grade 5

- analyze how BC's living & non-living resources are used
- analyze how the the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources
- describe potential environmental impacts of using BC's living and non-living resources

Grade 6

- analyze how different organisms adapt to their environments

Grade 7

- analyze the roles of organisms as part of interconnected food webs, populations, communities and ecosystems
- assess survival needs and interactions between organisms and the environment
- assess the requirements for sustaining healthy local ecosystems
- evaluate human impacts on local ecosystems
- compare common animals
- compare local plants
- describe features of local plants and animals (e.g. colour, shape, size, texture)
- use the five senses to make observations
- describe features of their immediate environment

TOGETHER • PREVENT • RESTORE

Social Studies

Grade 1

- use picture maps to identify familiar locations in the school or community
- identify strategies to address relevant school-based problems
- identify characteristics of different environments
- demonstrate responsible behaviour in caring for their immediate and school environments
- participate co-operatively in groups
- identify characteristics of different local environments

Grade 2

- interpret simple maps using cardinal directions, symbols, and simple legends
- create simple maps representing familiar locations
- use simple maps to interpret and present information
- identify changes that occur in the school and community throughout the year
- describe their responsibility to the local environment
- select a solution to a classroom or school problem
- formulate a response to a relevant classroom, school, or community problem or issue

Grade 3

- use simple maps to interpret and present information
- gather information from a variety of sources
- demonstrate a sense of responsibility for the local environment

Grade 5

- apply critical thinking skills – including hypothesizing, comparing, imagining, inferring, identifying patterns, and summarizing – to a range of problems and issues
- gather a body of information from a variety of primary and secondary sources
- implement a plan of action to address a selected school, community, or national problem or issue
- explain why sustainability is important
- analyze environmental effects of settlement in early BC and Canada

Math

Grade 2

- gather and record data about self and others to answer questions
- construct and interpret concrete graphs and pictographs to solve problems

Grade 3

- collect first-hand data and organize it using: tally marks, line plots, charts, lists - to answer questions
- construct, label and interpret bar graphs to solve problems

Grade 4

- reproduce a pattern shown in a table or chart using concrete materials
- represent and describe patterns and relationships using charts and tables to solve problems
- construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions