

Grades 4 – 6

Curriculum Alignment



— THE —
GREAT BEAR
RAINFORREST
EDUCATION & AWARENESS TRUST

Grades 4-6 Curriculum Alignment

Great Bear Rainforest Education and Awareness Trust

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What is the story of the Great Bear Rainforest?

Learning Intention 1

How was the Great Bear Rainforest Named?

and

Learning Intention 2

How do individuals and groups in disagreement resolve conflict?

and

Learning Intention 3

Indigenous vs. settler names: Who gets to name a place?

Social Studies

Big Ideas

Grade 4

- The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.

Grade 5

- Canada's policies for and treatment of minority peoples have negative and positive legacies.
- Natural resources continue to shape the economy and identity of different regions of Canada.

Grade 6

- Economic self-interest can be a significant cause of conflict among peoples and governments.
- Media sources can both positively and negatively affect our understanding of important events and issues.

Curricular Competencies (Same for All Grades)

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)

Content

Grade 4

- The history of the local community and of local First Peoples communities
- Physiographic features and natural resources of Canada

Grade 5

- Levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding
- First Peoples land ownership and use

Grade 6

- Regional and international conflict
- Media technologies and coverage of current events

English Language Arts

Big Ideas

Grade 4

- Texts can be understood from different perspectives.

Grade 5

- Texts can be understood from different perspectives

Grade 6

- Exploring and sharing multiple perspectives extends our thinking.

Curricular Competencies

Grade 4

Comprehend and connect

- Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding
- Respond to text in personal and creative ways
- Show an increasing understanding of the role of organization in meaning

Create and communicate

- Exchange ideas and perspectives to build shared understanding
- Develop and apply expanding word knowledge
- Use oral storytelling processes

Grade 5

Comprehend and connect

- Access information and ideas from a variety of sources and from prior knowledge to build understanding
- Synthesize ideas from a variety of sources to build understanding
- Identify how differences in context, perspectives, and voice influence meaning in texts
- Use personal experience and knowledge to connect to text and develop understanding of self, community, and world
- Respond to text in personal and creative ways

Create and communicate

- Exchange ideas and perspectives to build shared understanding
- Develop and apply expanding word knowledge
- Use oral storytelling processes

Grade 6

Comprehend and connect

- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages
- Respond to text in personal, creative, and critical ways

Create and communicate

- Exchange ideas and viewpoints to build shared understanding and extend thinking
- Use and experiment with oral storytelling processes
- Select and use appropriate features, forms, and genres according to audience, purpose, and message

Content

Grade 4

- Oral language strategies
- Features of oral language

Grade 5

- Oral language strategies
- Features of oral language

Grade 6

- Oral language strategies
- Features of oral language
- Presentation techniques

Career Education

Big Ideas

Grades 4/5

- Leadership requires listening to and respecting the ideas of others

Grades 6/7

- Practicing respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.
- Leadership represents good planning, goal- setting, and collaboration.

Curricular Competencies

Grades 4/5

- Use innovative thinking when solving problems

Grades 6/7

- Use entrepreneurial and innovative thinking to solve problems

Content

Grades 4/5

- Problem-solving and decision-making strategies

Grades 6/7

- Problem-solving and decision-making strategies
- Cultural and social awareness

First Peoples Principles of Learning

Learning Intention 1: How was the Great Bear Rainforest Named?

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

Learning Intention 2: How do individuals and groups in disagreement resolve conflict?

- Learning involves patience and time.
- Learning involves recognizing the consequences of one's actions.

Learning Intention 3: Indigenous vs. settler names: Who gets to name a place?

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of Indigenous knowledge.

Who lives and works in the Great Bear Rainforest?

Learning Intention 1

What communities reside in the Great Bear Rainforest?

Arts Education

Curricular Competencies

Grades 4 to 6

- Express feelings, ideas, and experiences through the arts

Career Education

Content

Grades 4 to 6

- Cultural and social awareness

Grade 6

- Local and global needs and opportunities

English Language Arts

Content

Grades 4 to 6

- Literary elements
- Writing processes

Science

Curricular Competencies

Grade 4

- Make observations about living and non-living things in the environment

First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning Intention 2

How do people live in the Great Bear Rainforest?

Career Education

Content

Grade 6

- Local and global needs and opportunities

English Language Arts

Content

Grades 4 to 6

- Literary elements
- Writing processes

Science

Curricular Competencies

Grade 4

- Express and reflect on personal and shared experiences of place

Content

Grade 5

- First Peoples concepts of interconnectedness in the environment
- First Peoples knowledges of sustainable practices

Social Studies

Curricular Competencies

Grades 4 to 5

- Use social studies inquiry process to ask questions; gather, interpret, analyze; and communicate findings and decisions

First Peoples Principles of Learning

- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous Knowledge.
- Learning is embedded in memory, history, and story

Learning Intention 3

Who are the Indigenous Peoples of the Great Bear Rainforest?

Science

Curricular Competencies

Grade 5

- Demonstrate an openness to new ideas and consider alternative
- First Peoples concepts of interconnectedness in the environment

Social Studies

Curricular Competencies

Grades 4 and 5

- Use social studies inquiry process to ask questions; gather, interpret, analyze; and communicate findings and decisions

First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of Indigenous Knowledge.

How can we use graphs and charts to help us understand forest populations?

Math

Big Ideas

Grade 4

- Analyzing and interpreting experiments in data probability develops an understanding of chance

Grade 5

- Data represented in graphs can be used to show many-to-one correspondence.

Grade 6

- Data from the results of an experiment can be used to predict the theoretical probability of an event and to compare and interpret.

Curricular Competencies (Grades 4 to 6)

Reasoning and analyzing

- Use reasoning to explore and make connections
- Use technology to explore mathematics
- Model mathematics in contextualized experiences

Understanding and solving

- Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Communicating and representing

- Communicate mathematical thinking in many ways
- Represent mathematical ideas in concrete, pictorial, and symbolic forms

Connecting and reflecting

- Reflect on mathematical thinking

Content

Grade 4

- Increasing and decreasing patterns, using tables and charts
- One-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs

Grade 5

- One-to-one correspondence and many-to-one correspondence, using double bar graphs

Grade 6

- Increasing and decreasing patterns, using expressions, tables, and graphs as functional relationships
- Line graphs

First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

What makes the rainforest biome unique?

Learning intention 1

In what way is the biome where I live the same or different from the Great Bear Rainforest's?

and

Learning intention 2

Who are the animals and plants that live in the Great Bear Rainforest?

Science

Big Ideas

Grade 4

- All living things sense and respond to their environment.

Grade 5

- Multicellular organisms have organ systems that enable them to survive and interact within their environment.

Grade 6

- Multicellular organisms rely on internal systems to survive, reproduce, and interact with their environment.

Curricular Competencies

Questioning and predicting

- Identify questions to answer or problems to solve through scientific inquiry

Planning and conducting

- Solutions and solubility
- Properties of simple machines and their force
- With support, plan appropriate investigations to answer their questions or solve problems they have identified

Communicating

- Communicate ideas, explanations, and processes in a variety of ways
- Express and reflect on personal, shared, or others' experiences of place

Content

Grade 4

- Biomes as large regions with similar environmental features
- Sensing and responding:
 - Humans
 - Other animals
 - Plants

Grade 5

- Basic structures and functions of body systems:
 - Digestive
 - Musculo-skeletal
 - Respiratory
 - Circulatory

Grade 6

- The basic structures and functions of body systems:
 - Excretory
 - Reproductive
 - Hormonal
 - Nervous

Social Studies

Big Ideas

Grade 4

- The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.

Grade 5

- Natural resources continue to shape the economy and identity of different regions of Canada.

Grade 6

- Economic self-interest can be a significant cause of conflict among peoples and governments.

Curricular Competencies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (All grades)
- Develop a plan of action to address a selected problem or issue (grades 5 and 6)

Content

Grade 4

- Physiographic features and natural resources of Canada

Grade 5

- Resources and economic development in different regions of Canada
- First Peoples land ownership and use

Grade 6

- Economic policies and resource management, including effects on Indigenous peoples

First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

What do we know about rocks?

Learning intention 1

Have rocks always been here and why are there different kinds of rocks?

English Language Arts

Curricular Competencies

Grades 4 to 6

- Literary elements
- Writing processes

Science

Curricular Competencies

Grade 4

- Collect simple data
- Make observations about living and non-living things in the environment

Content

Grade 5

- The rock cycle

Learning intention 2

What types of rocks are found in the Great Bear Rainforest?

Curriculum Connection: Social Studies

Curricular Competencies

Grades 4 and 5

- Use social studies inquiry process to ask questions; gather, interpret, analyze; and communicate findings and decisions

Learning intention 3

How have Indigenous Peoples used rocks over time?

Arts Education

Curricular Competencies

Grades 4 to 6

- Interpret and communicate ideas using symbolism to express meaning through the arts

Career Education

Content

Grades 4 to 6

- Cultural and social awareness

Science

Curricular Competencies

Grade 4

- Collect simple data

Grades 4 to 6

Identify First Peoples perspectives and knowledge as sources of information

Social Studies

Content

Grade 4

- Physiographic features and natural resources of Canada

Grade 5

- First Peoples land ownership and use

First Peoples Principle of Learning

- Learning recognizes the role of Indigenous Knowledge

How do trees communicate?

Learning intention 1

How do trees communicate?

Arts Education

Curricular Competencies

Grades 4 to 6

- Communicating and documenting: express, feelings, ideas, and experiences through the arts

Career Education

Content

Grades 4 to 6

- Connections to community: cultural and social awareness

Science

Curricular Competencies

Grade 4

- Demonstrate curiosity about the natural world
- Make observations about living things in the environment
- Express and reflect on personal and shared experiences of place

Grades 4 to 6

- Identify First Peoples perspectives and knowledge as sources of information
- Transfer and apply learning to new situations

Grades 5 to 6

- Demonstrate an openness to new ideas and consider alternatives

Content

Grade 5

- First Peoples concepts of interconnectedness in the environment

First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of Indigenous Knowledge.

Learning intention 2

How do leaves know when to change colours?

What “tells” them to change? What are other ways plants and other parts of the environment speak to each other?

Science

Big Ideas

Grade 4

- All living things sense and respond to their environment

Curricular Competencies

Grades 4 to 6

- Demonstrate curiosity about the natural world

How can we protect and preserve our planet?

Learning intention 1

How can we protect endangered species at risk of going extinct?

Arts Education

Curricular Competencies

Grades 4 to 6

- Express, feelings, ideas, and experiences through the arts

Career Education

Content

Grade 6

- Local and global needs and opportunities

Science

Curricular Competencies

Grades 4 to 6

- Experience and interpret the local environment

Grade 4

- Collect simple data
- Identify some simple environmental implications of their and others' actions

Grade 5

- Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations

First Peoples Principles of Learning

- Learning involves recognizing the consequences of one's actions.
- Learning recognizes the role of Indigenous Knowledge.

Learning intention 2

What strategies can be used to protect and preserve wilderness and marine areas?

Career Education

Content

Grade 6

- Local and global needs and opportunities

Science

Curricular Competencies

Grades 4 to 6

- Experience and interpret the local environment

Grade 4

- Collect simple data
- Identify some simple environmental implications of their and others' actions

Grade 5

- Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations

Social Studies

Curricular Competencies

Grade 4

- Make ethical judgements about decisions or actions that consider conditions of a particular time and place

Grades 5 to 6

- Assess appropriate ways to respond

Content

Grade 6

- Roles of individuals, governmental organizations, NGOs, including groups representing Indigenous Peoples

First Peoples Principles of Learning

- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.

Learning intention 3

How is the Great Bear Rainforest being conserved?

English Language Arts

Content

Grades 4 to 6

- Literary elements
- Writing processes

Science

Content

Grade 4

- Biomes as large regions with similar environmental features

Grade 5

- The nature of sustaining practices around BC's resources

Social Studies

Content

Grade 6

- Roles or individuals, governmental organizations, NGOs, including groups representing Indigenous Peoples

First Peoples Principles of Learning

- Learning involves recognizing the consequences of one's actions.
- Learning recognizes the role of Indigenous Knowledge.

Learning intention 4

What challenges do salmon face?

Arts Education

Curricular Competencies

Grades 4 to 6

- Express, feelings, ideas, and experiences through the arts

Career Education

Content

Grades 4 to 6

- Cultural and social awareness

English Language Arts

Content

Grades 4 to 6

- Literary elements and writing process

Science

Curricular Competencies

Grade 4

- Identify some simple environmental implications of their and others' actions
- Make observations about living and non-living things in the environment

First Peoples Principles of Learning

- Learning involves recognizing the consequences of one's actions.
- Learning recognizes the role of Indigenous Knowledge.

Learning intention 5

How is the Great Bear Rainforest being affected by climate change?

Arts Education

Curricular Competencies

Grades 4 to 6

- Express, feelings, ideas, and experiences through the arts

Career Education

Content

Grade 6

- Connections to community: local and global needs and opportunities

English Language Arts

Content

Grades 4 to 6

- Literary elements
- Writing processes

Science

Curricular Competencies

Grade 4

- Identify some simple environmental implications of their and others' actions

Grades 5 to 6

- Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations

Content

Grade 5

- The nature of sustaining practices around BC's resources

First Peoples Principles of Learning

- Learning involves recognizing the consequences of one's actions.
- Learning recognizes the role of Indigenous Knowledge.

Learning intention 6

Why protect the Spirit Bear?

Career Education

Content

Grades 4 to 6

- Cultural and social awareness

English Language Arts

Content

Grades 4 to 6

- Literary elements and writing process

Science

Curricular Competencies

Grade 4

- Identify some simple environmental implications of their and others' actions

Grade 5

- Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations

First Peoples Principles of Learning

- Learning involves recognizing the consequences of one's actions.
- Learning recognizes the role of Indigenous Knowledge.

How can we live in harmony and relationship with the natural world?

Learning intention 1

What gifts do we receive from the earth?

Career Education

Content

Grades 4 to 6

- Cultural and social awareness

Science

Curricular Competencies

Grade 4

- Make observations about living and non-living things in the environment

Content

Grade 5

- First Peoples concepts of interconnectedness in the environment

First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves generational roles and responsibilities.
- Learning is embedded in memory, history, and story.

Learning intention 2

How can we live in a positive relationship with all living beings?

Arts Education

Curricular Competencies

Grades 4 to 6

- Express feelings, ideas, and experiences through the arts

Content

Grades 4 to 6

- Image development strategies (processes that transform ideas and experiences into visual images (e.g., elaboration, repetition, and simplification))

Science

Curricular Competencies

Grades 4 to 6

- Identify First Peoples perspectives and knowledge as sources of information

Content

Grade 5

- First Peoples concepts of interconnectedness in the environment (grade 5)
- First Peoples knowledge of sustainable practices (grade 5)

First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflective, reflexive, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves generational goals and responsibilities.