

RESOURCE OVERVIEW

Curriculum Connections for BC Educators: UBC Botanical Garden & Greenheart TreeWalk Tours Curricular Connections (K-7)

Suggested pre-visit message to educators coming on a field trip tour to the Garden and/or TreeWalk:

We are excited to have you join us at the UBC Botanical Garden and Greenheart TreeWalk. Here are some tips to help your group make the most of your visit:

- We would like to make your visit as educational as possible. To see how our tours can complement your educational goals, here is a list of BC curriculum learning standards our field trips align with. Let us know via email which Big Ideas you have been focusing on as this will help our Tour Guides tailor their talks to your particular group.
- If you are going on the Greenheart TreeWalk, we recommend having one adult supervisor per 10 students* to ensure all students feel comfortable. Please let us know ahead of time if the adults in your group are not comfortable going on the TreeWalk so that we can provide extra adult supervision for that portion of the tour.
- Closed toed shoes are required for going on the TreeWalk.
- If you want to extend your time at the Garden, we have several grassy glades available for reading, journaling, etc. For a list of suggested art activities to do in the garden, check out this link (Isabel's unit plan with suggested art activities). Please note, Tour Guides are not available for this portion of the field trip, but we can find a suitable space for you to hang out (undercover areas are not guaranteed). The glades are not suitable for wide games or sports activities.
- For nature-based unit plans, including pre- and post-tour activities, please check out the Educator Resources available on our website.

NOTE: this is an increase from the Vancouver School Board policy of 2 supervisors for Grades K-3, and 1 supervisor, or more as required, for Grades 4-7 and therefore might trigger a higher risk (Category 3) field trip form. See [Supervision Policy](#) (p. 9-10) for more information. Class sizes in BC are as follows: K = 22 students, Grades 1-3 = 22-24 students, Grades 4-7 = 26-29 students.

UBC Botanical Garden & Greenheart TreeWalk Tours Curricular Connections (K-7)

Grade	Subject	Curricular Area	Learning Standards
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 ● Demonstrate curiosity and a sense of wonder about the world ● Make exploratory observations using their senses ● Express and reflect on personal experiences of place
		Content	<ul style="list-style-type: none"> ● Basic needs of plants ● Adaptations of local plants ● Local First Peoples uses of plants
	Social Studies	Big Ideas	<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"> ● Recognize causes and consequences of events, decisions, or developments in their lives
		Content	<ul style="list-style-type: none"> ● Responsibilities to the environment ● Natural and human-built characteristics of the local physical environment
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 ● Demonstrate curiosity and a sense of wonder about the world ● Consider some environmental consequences of their actions ● Express and reflect on personal experiences of place
		Content	<ul style="list-style-type: none"> ● Names of local plants ● Structural features of living things in the local environment

			<ul style="list-style-type: none"> Local First Peoples knowledge of the local landscape, plants, and seasonal rounds
	Social Studies	Big Idea	<ul style="list-style-type: none"> Healthy communities recognize and respect the diversity of individuals and care for the local environment.
		Curricular Competencies	<ul style="list-style-type: none"> Recognize causes and consequences of events, decisions, or developments in their lives
		Content	<ul style="list-style-type: none"> Relationships between a community and its environment Responsibilities to the environment
2	Science	Big Ideas	<ul style="list-style-type: none"> Living things have life cycles adapted to their environment (i.e. plants). Water is essential to all living things, and it cycles through the environment.
		Curricular Competencies	<ul style="list-style-type: none"> Experience and interpret the local environment Demonstrate curiosity and a sense of wonder about the world Consider some environmental consequences of their actions Express and reflect on personal experiences of place
		Content	<ul style="list-style-type: none"> Metamorphic life cycles of different organisms First Peoples use of their knowledge of life cycles (i.e. sustainably gathering plants) Water sources including local watersheds Local First People's knowledge of water, including connection to other systems and cultural significance
	Social Studies	Big Ideas	<ul style="list-style-type: none"> Canada is made up of many diverse regions and communities.
		Curricular Competencies	<ul style="list-style-type: none"> Explain the significance of local events, people, and places
		Content	<ul style="list-style-type: none"> Diverse features of the environment in other parts of Canada and the world
3	Science	Big Ideas	<ul style="list-style-type: none"> Living things are diverse, can be grouped, and interact in their ecosystems. Wind, water, and ice change the shape of the land.

		Curricular Competencies	<ul style="list-style-type: none"> ● Experience and interpret the local environment ● Demonstrate curiosity and a sense of wonder about the world ● Consider some environmental consequences of their actions ● Express and reflect on personal experiences of place
		Content	<ul style="list-style-type: none"> ● Biodiversity in the local environment ● Characteristics of local plants ● The knowledge of local First Peoples of ecosystems (i.e. interconnection, stewardship)
	Social Studies	Big Ideas	<ul style="list-style-type: none"> ● Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.
		Curricular Competencies	<ul style="list-style-type: none"> ● Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues or events
		Content	<ul style="list-style-type: none"> ● Relationships between humans and their environment
	4	Science	Big Ideas
Curricular Competencies			<ul style="list-style-type: none"> ● Demonstrate curiosity about the natural world ● Experience and interpret the local environment ● Identify First Peoples perspectives and knowledge as sources of information ● Express and reflect on personal or shared experiences of place
Content			<ul style="list-style-type: none"> ● Plants sensing and responding to light, touch, gravity, etc (annual seasons) ● Biomes as large regions with similar environmental features (climate)
Social Studies		Big Ideas	<ul style="list-style-type: none"> ● The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.
		Curricular Competencies	<ul style="list-style-type: none"> ● Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times or places (perspective)
		Content	<ul style="list-style-type: none"> ● The history of the local community and of local First Peoples communities ● Physiographic features and natural resources of Canada

5	Science	Big Ideas	<ul style="list-style-type: none"> • Earth materials change as they move through the rock cycle and can be used as natural resources.
		Curricular Competencies	<ul style="list-style-type: none"> • Demonstrate curiosity about the natural world • Experience and interpret the local environment • Identify First Peoples perspectives and knowledge as sources of information • Express and reflect on personal or shared experiences of place
		Content	<ul style="list-style-type: none"> • First Peoples concepts of interconnectedness in the environment • The nature of sustainable practices around BC's resources • First Peoples knowledge of sustainable practices
	Social Studies	Big Ideas	<ul style="list-style-type: none"> • Natural resources continue to shape the economy and identity of different regions of Canada.
		Curricular Competencies	<ul style="list-style-type: none"> • Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)
		Content	<ul style="list-style-type: none"> • First Peoples land ownership and use
6	Social Studies	Big Ideas	<ul style="list-style-type: none"> • Complex global problems require international cooperation to make difficult choices for the future.
		Curricular Competencies	<ul style="list-style-type: none"> • Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)
		Content	<ul style="list-style-type: none"> • Roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples • International cooperation and responses to global issues (i.e. environmental, etc.)
7	Science	Big Ideas	<ul style="list-style-type: none"> • Evolution by natural selection provides an explanation for the diversity and survival of living things. • Earth and its climate have changed over geological time.

		Curricular Competencies	<ul style="list-style-type: none"> ● Make observations aimed at identifying their own questions about the natural world ● Experience and interpret the local environment ● Express and reflect on a variety of experiences and perspectives of place
		Content	<ul style="list-style-type: none"> ● Natural selection ● First Peoples knowledge of changes in biodiversity and climate over time ● Evidence of climate change over geological time and the recent impacts of humans ● Efficacy of sustainable practices