

**LEARNING OUTCOMES - LANGUAGE ARTS**

The lesson plans found on this website complement the BC Language Arts Curriculum IRP. We've listed the learning outcomes from the following organizers, which are covered by the lessons described.

- CS = Comprehend and Respond (Strategies and Skills)**
- CC = Comprehend and Respond (Comprehension)**
- CI = Communicate Ideas and Information (Composing and Creating)**
- IC = Communicate Ideas and Information (Improving Communication)**
- CP = Communicate Ideas and Information (Presenting and Valuing)**
- SS = Self and Society (Working Together)**

- AA = Adopt an Animal**
- AC = Aquarium Count**
- AD = Adaptations**
- AI = Amazing Invertebrates**
- AM = Amazing Amazon**
- AS = Animal Search**
- C = Colouration**
- FW = Food Web**
- HH = Home Sweet Home**
- P = Patterns**

<b>LEARNING OUTCOME</b>	<b>AA</b>	<b>AC</b>	<b>AD</b>	<b>AI</b>	<b>AM</b>	<b>AS</b>	<b>C</b>	<b>FW</b>	<b>HH</b>	<b>P</b>
<b>Kindergarten - Grade 1</b>										
CC identify familiar words and images in charts, lists, signs, informational texts, and storybooks					•			•	•	
CC create simple charts, webs, or illustrations as a way of organizing information				•				•	•	
CI identify connections between ideas and information and their own experiences			•		•	•		•	•	•
IC sort information, including ideas, details, events obtained from a variety of sources					•	•	•	•	•	
CP demonstrate a willingness to participate in a variety of sharing activities that include the use of pictures, charts, songs, lists, menus, and storybooks	•			•		•		•	•	
<b>Grades 2-3</b>										
CS use expanding range of strategies - pictorial, graphic, structural, and phonics to derive meaning					•	•		•	•	
CS ask and respond to questions before, during, and after reading, viewing			•			•			•	
CC follow simple written instructions	•		•	•	•	•	•		•	•
CC organize details and information to make simple charts, webs, or illustrations	•			•	•				•	
CI use various strategies for generating questions	•							•	•	•

Vancouver Aquarium  
 Learning Outcomes for Self Directed Visit Online Lesson Plans

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<b>Grade 4</b>										
CC organize information or ideas they have read, heard or viewed in the form of simple charts, webs or illustrations	•				•			•	•	
CP create and present a variety of personal and informational communications, including written and oral poems, stories, explanations, informal oral reports and dramas, personal letters, and illustrated charts and posters	•		•			•			•	
SS assume a variety of assigned roles when communicating in groups								•		
<b>Grade 5</b>										
CC use a variety of written and graphic forms, including charts, webs, and maps, to organize details and information	•		•						•	
CC locate, interpret details to answer specific questions or complete tasks					•	•	•	•	•	
CP create a variety of personal and informational communications, including written and oral stories, poems or lyrics; explanations and descriptions; informal reports and dramatics; and brief factual reports	•		•			•		•	•	
<b>Grade 6</b>										
CC use information they have read, heard, or viewed to develop questions and activities that will extend their understanding	•		•			•			•	
CC organize details and information they have read, heard, or viewed using a variety of graphic forms, including charts, webs, and maps	•							•	•	
CC describe information contained in simple and direct illustrations, maps, charts, or other graphic representations			•						•	
CP create various personal and transactional communications, including real and invented narratives, poems or lyrics, summaries or retellings, descriptions, letters, informal oral presentations, charts and posters	•		•			•		•	•	
SS demonstrate willingness to assume variety of roles in group interactions									•	

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<b>Grade 7</b>										
CC use information they have read, heard, or viewed in a variety of forms, including written notes and charts	•		•	•	•				•	
CC interpret details in simple and direct illustrations, maps, chats, and other graphical representations	•				•				•	
CI formulate relevant questions on communication topics			•						•	
CP create a variety of personal and informational communications, including fiction and non-fiction; written summaries, instructions, and reports; oral and visual presentations; oral and written opinions; poems or lyrics	•		•			•		•	•	

## LEARNING OUTCOMES - FINE ARTS

The lesson plans found on this website complement the BC Fine Arts Curriculum IRP. We've listed the learning outcomes from the following organizers, which are covered by the lessons described.

**VI = Visual Arts (Image-Development and Design Strategies)**

**VC = Visual Arts (Context)**

**VE = Visual Arts (Visual Elements and Principles of Art and Design)**

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LEARNING OUTCOME	AA	AC	AD	AI	AM	AS	C	FW	HH	P
<b>Kindergarten - Grade 1</b>										
VI use feelings, observation, memory, and imagination as sources for images	•		•		•	•		•	•	•
VI make 2D and 3D images to tell a story	•									
VA respect for the work of self and others	•		•						•	•
VA demonstrate a willingness to display individual and group artwork						•			•	
VA create images in response to objects and other images they have experienced	•							•	•	
VE identify the elements of colour, shape, line and texture, and the principles of pattern in images and in the environment			•	•		•	•			•
<b>Grade 2-3</b>										
VI use feelings, observation, memory, and imagination as sources for images	•				•				•	
VI make 2D and 3D images to illustrate and decorate	•		•						•	
VA respect for the work of self and others	•		•			•			•	•
VA demonstrate a willingness to display individual and group artwork						•			•	
VA create images based on objects, places, events, or issues in their classroom, school and community	•							•	•	
VE identify the elements of colour, shape, line and texture, and the principles of pattern and repetition in images and in natural and human-built environments				•		•	•			•

LEARNING OUTCOME	AA	AC	AD	AI	AM	AS	C	FW	HH	P
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**Grade 4**

VI make 2D and 3D images to communicate ideas; to illustrate and decorate	•		•					•	•	
VA respect for the work of self and others	•		•				•		•	•
VA demonstrate a willingness to display individual and group artwork							•		•	

**Grade 5**

VI make 2D and 3D images to communicate ideas; to illustrate and decorate	•		•				•		•	
VA demonstrate a willingness to display individual and group artwork	•						•		•	
VA demonstrate the ability to collaborate to develop a group display for the school or community									•	•

**Grade 6**

VI make 2D and 3D images to communicate concepts and messages; to illustrate and decorate	•		•				•		•	•
VA demonstrate a willingness to display individual and group artwork	•						•		•	
VA demonstrate the ability to collaborate to develop a group display for the school or community									•	•

**Grade 7**

VA demonstrate the ability to collaborate to develop a group display for the school or community									•	•
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## LEARNING OUTCOMES - SOCIAL STUDIES

The lesson plans found on this website complement the BC Social Studies Curriculum IRP. We've listed the learning outcomes from the following organizers, which are covered by the lessons described.

**EN = Environment**

**AS = Applications of Social Studies**

**AA = Adopt an Animal**

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LEARNING OUTCOME	AA	AC	AD	AI	AM	AS	C	FW	HH	P
<b>Kindergarten - Grade 1</b>										
EN demonstrate awareness of natural and human-built environments	•							•	•	
EN describe how they interact with different environments				•				•	•	
<b>Grade 2-3</b>										
AS collect and record information from a variety of sources and experiences	•		•		•	•		•		
AS draw simple interpretation from personal experiences, oral sources, and visual and written representations	•				•	•		•	•	
EN create and interpret simple maps using cardinal directions, symbols, and simple keys								•		
EN demonstrate understanding of their responsibility to local and global environments				•	•					
<b>Grade 4</b>										
AS identify and clarify a problem, issue, or inquiry				•						
AS locate and record information from a variety of sources	•					•		•	•	
<b>Grade 5</b>										
EN demonstrate understanding of sustainability, stewardship, and renewable versus non-renewable natural resources					•			•		
AS identify and clarify a problem, issue, or inquiry				•						
AS locate and record information from a variety of sources						•		•	•	

LEARNING OUTCOME	AA	AC	AD	AI	AM	AS	C	FW	HH	P
<b>Grade 6</b>										
AS identify and clarify a problem, issue, or inquiry				•						
AS locate and record information from a variety of primary and secondary sources						•		•	•	
<b>Grade 7</b>										
AS identify and clarify a problem, issue, or inquiry				•						
AS locate and record information from a variety of primary and secondary sources						•		•	•	

## LEARNING OUTCOMES - EARTH SCIENCE AND BIOLOGY

The lesson plans found on this website complement the BC Earth Science and Biology Curriculum IRP. We've listed the learning outcomes from the following organizers, which are covered by the lessons described.

**OS = Oceanographic Science**

**BI = Biology**

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LEARNING OUTCOME	AA	AC	AD	AI	AM	AS	C	FW	HH	P
<b>Grade 11</b>										
OS assess the interrelationships between human activities and oceans				•						
BI examine members of the Phylum Cnidaria, Mollusca, Echinodermata, Arthropoda				•						
BI describe characteristics that unify arthropods				•						
BI demonstrate a knowledge of the adaptations of arthropods to a terrestrial environment				•						
BI demonstrate a knowledge of the adaptations of molluscs and echinoderms				•						

## LEARNING OUTCOMES - MATHEMATICS

The lesson plans found on this website complement the BC Mathematics Curriculum IRP. We've listed the learning outcomes from the following organizers, which are covered by the lessons described.

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<b>Kindergarten - Grade 1</b>										
NC estimate and count objects in a set (0-50) and compare estimate to actual number		•								
PR recognize patterns in the environment										•
SM estimate, measure, and compare using whole numbers and non-standard and standard units of measure		•								
SD collect first hand information by counting objects, conducting surveys, measuring, and performing simple experiments		•								
<b>Grade 2-3</b>										
NC estimate and then count an increased number of objects in a set, and compare estimate to actual number		•								
SM estimate, measure, and compare using whole numbers and non-standard and standard units										
ST graph whole number points on a horizontal or a vertical line		•								
SD sort and organize data by one or more attributes and by using graphic organizers such as lists and charts		•								
SD display data in more than one way, including graphs, pictographs, bar graphs and rank ordering		•								

LEARNING OUTCOME	AA	AC	AD	AI	AM	AS	C	FW	HH	P
<b>Grade 4</b>										
NC estimate and then count the number in a set (0-1000), and compare the estimate with the actual number		•								
SD manipulate data to create an interval graph/table for display purposes		•								
<b>Grade 5</b>										
PR develop charts to record and reveal number patterns										
SM estimate, measure, record and order containers by volume using cm <sup>3</sup>										
<b>Grade 6</b>										
SD read and interpret graphs that are provided										
<b>Grade 7</b>										
NO estimate and calculate percentages		•								
SM measure the diameter, radius, and circumference of circles and generalize the relationships										
SD read and interpret graphs that are provided										

## LEARNING OUTCOMES - SCIENCE

The lesson plans found on this website complement the BC Science Curriculum IRP. We've listed the learning outcomes from the following organizers, which are covered by the lessons described.

**PS = Processes of Science**  
**LS = Life Science**  
**ES = Earth and Space Science**

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<b>Kindergarten</b>										
PS use the five senses to make observations	•	•	•	•	•	•	•	•	•	•
PS share with others information obtained by observing	•					•			•	•
LS describe features of local plants and animals	•		•	•	•	•	•	•	•	•
LS compare common animals			•	•		•		•		
ES demonstrate the ability to observe their surroundings	•			•			•	•	•	•
ES describe features of their immediate environment	•			•				•	•	
<b>Grade 1</b>										
PS communicate their observations, experiences, and thinking in a variety of ways	•			•		•			•	
LS classify living and non-living things										
LS describe the basic needs of local plants and animals	•		•					•	•	
LS describe how the basic needs of plants and animals are met in their environment	•					•		•		
<b>Grade 2</b>										
PS use their senses to interpret observations	•			•	•	•	•	•	•	•
LS classify familiar animals according to similarities and differences in appearance, behaviour, and life cycles			•	•		•				
LS describe some changes that affect animals					•			•	•	
LS describe ways in which animals are important to other living things and the environment				•	•			•		

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<b>Grade 3</b>										
LS describe ways in which plants are important to other living things and the environment					•			•		
LS describe how plants are harvested and used throughout the seasons					•					
<b>Grade 4</b>										
LS compare the structures and behaviours of local animals and plants in different habitats and communities			•	•		•			•	
LS analyse simple food chains								•		
LS determine how personal choices and actions have environmental consequences					•			•	•	
<b>Grade 6</b>										
LS analyse how different organisms adapt to their environments	•		•			•	•		•	
<b>Grade 7</b>										
LS analyse the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems	•			•	•			•		
LS assess survival needs and interactions between organisms and the environment	•		•	•	•	•	•		•	
LS evaluate human impacts on local ecosystems				•	•			•	•	