Research in Action Learning Outcomes

These programs support the Prescribed Learning Outcomes of the B.C. Ministry of Education’s new Integrated Resource Packages (IRPs) and the Aquarium’s conservation mission.

Grade 4

- Experience and interpret the local environment (*Science: Curricular Competencies*)
- Make observations and living and non-living things in the local environment (*Science: Curricular Competencies*)
- Collect simple data (*Science: Curricular Competencies*)
- Sort and classify data and information using drawings or provided tables (*Science: Curricular Competencies*)
- Identify questions about familiar objects and events that can be investigated scientifically (*Science: Curricular Competencies*)
- Identify some simple implications of their and others' actions on the environment (*Science: Curricular Competencies*)

Grade 5

- Make observations in familiar or unfamiliar contexts (*Science: Curricular Competencies*)
- Observe, measure, and record data, using appropriate tools, including digital technologies (*Science: Curricular Competencies*)
- Experience and interpret the local environment (*Science: Curricular Competencies*)
- Identify possible sources of error (*Science: Curricular Competencies*)
- Suggest improvements to their investigation methods (*Science: Curricular Competencies*)
- Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations (*Science: Curricular Competencies*)

Grade 6

- Make observations in familiar or unfamiliar contexts (*Science: Curricular Competencies*)
- Observe, measure, and record data, using appropriate tools, including digital technologies (*Science: Curricular Competencies*)
- Experience and interpret the local environment (*Science: Curricular Competencies*)
- Identify possible sources of error (*Science: Curricular Competencies*)
- Suggest improvements to their investigation methods (*Science: Curricular Competencies*)
- Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations (*Science: Curricular Competencies*)
Grade 7

- Survival needs and interactions between organisms and the environment \((\textit{Science: Content})\)
- Observe, measure, and record data, using equipment, including digital technologies, with accuracy appropriate to the task \((\textit{Science: Curricular Competencies})\)
- Experience and interpret the local environment \((\textit{Science: Curricular Competencies})\)
- Reflect on their investigation methods, including the adequacy of controls on variables and the quality of the data collected \((\textit{Science: Curricular Competencies})\)
- Identify possible sources of error and suggest improvements to their investigation methods \((\textit{Science: Curricular Competencies})\)
- Consider social, ethical, and environmental implications of the findings from their own and others' investigations \((\textit{Science: Curricular Competencies})\)

Grade 8

- Observe, measure, and record data, using equipment, including digital technologies, with accuracy appropriate to the task \((\textit{Science: Curricular Competencies})\)
- Experience and interpret the local environment \((\textit{Science: Curricular Competencies})\)
- Use scientific understandings to identify relationships and draw conclusions \((\textit{Science:Curricular Competencies})\)
- Identify possible sources of error and suggest improvements to their investigation methods \((\textit{Science: Curricular Competencies})\)
- Demonstrate an awareness of assumptions and identify given information and bias in their own work ... \((\textit{Science: Curricular Competencies})\)
- Consider social, ethical, and environmental implications of the findings from their own and others' investigations \((\textit{Science: Curricular Competencies})\)

Grade 9

- The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them \((\textit{Science: Big Ideas})\)
- Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world \((\textit{Science: Curricular Competencies})\)
- Experience and interpret the local environment \((\textit{Science: Curricular Competencies})\)
- Evaluate their methods and experimental conditions, including identifying sources of error \((\textit{Science: Curricular Competencies})\)
- Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and secondary sources \((\textit{Science: Curricular Competencies})\)
• Consider social, ethical, and environmental implications of the findings from their own and others' investigations (*Science: Curricular Competencies*)

**Grade 10**

• Make observations aimed at identifying their own questions... about the natural world (*Science: Curricular Competencies*)

• Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data (*Science: Curricular Competencies*)

• Experience and interpret the local environment (*Science: Curricular Competencies*)

• Describe specific ways to improve their investigation methods and the quality of the data (*Science: Curricular Competencies*)

• Consider social, ethical, and environmental implications of the findings from their own and others' investigations (*Science: Curricular Competencies*)

**Grade 11**

• ...use appropriate investigation methods, including field work... to collect reliable data (qualitative and quantitative) (*Biology: Curricular Competencies*)

• Select and use appropriate equipment...to systematically and accurately collect and record data (*Biology: Curricular Competencies*)

• Experience and interpret the local environment (*Biology: Curricular Competencies*)

• Describe specific ways to improve their investigation methods and the quality of the data (*Biology: Curricular Competencies*)

• Express and reflect on a variety of experiences, perspectives, and worldviews through place (*Biology: Curricular competencies*)

• The survival of all living things on Earth is dependent on biodiversity (*Environmental Science: Big Ideas*)

• Healthy and sustainable ecosystems support biodiversity (*Environmental Science: Big Ideas*)

• Biodiversity: complexity of life, processes shaping diversity, ecosystem components and interactions (*Environmental Science: Content*)

• Healthy and sustainable ecosystems: ecosystem functions and services including benefits and limits of biodiversity, humans as agents of positive change on systems including conservation, restoration, and protection of ecosystems, responsible personal and community actions... (*Environmental Science: Content*)

• Analyze the impact of human activity on ecosystems, and assess the effectiveness of selected initiatives related to environmental sustainability (*Environmental Science: Curricular Competencies*)
• Analyze how our thinking, choices, and behaviour affect ecosystems, now and in the future (Environmental Science: Curricular Competencies)

• Consider social, ethical, and environmental implications of the findings from their own and others’ investigations (Environmental Science: Curricular Competencies)

• Infer the effects of natural phenomena and human activities that either contribute to or challenge an ecologically sustainable environment (Environmental Science: Curricular Competencies)

Grade 12

• Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data (Biology: Curricular Competencies)

• Experience and interpret the local environment (Biology: Curricular Competencies)

• Describe specific ways to improve their investigations methods and the quality of the data (Biology: Curricular Competencies)

• Healthy systems are interconnected, resilient, and adaptive (Environmental Science: Big Ideas)

• Healthy and sustainable global systems support life (Environmental Science: Big Ideas)

• Everyone has the ability to develop sustainable practices that impact a system, a community, and themselves (Environmental Science: Big Ideas)

• Interconnectedness of global systems: energy, water, land, climate (Environmental Science: Content)

• Human and other influences on natural systems: evidence of change and sustainability, issues, long-term trends and future scenarios, environmental ethics and responsibility (Environmental science: Content)

• Consider social, ethical, and environmental implications of the findings from their own and others’ investigations (Environmental Science: Curricular Competencies)

• Experience and interpret the local environment (Environmental Science: Curricular Competencies)

• Assess the impacts of a local, regional, or global issue (Environmental Science: Curricular Competencies)

• Infer the effects of natural phenomena and human activities that either contribute to or challenge an ecologically sustainable environment (Environmental Science: Curricular Competencies)