

# Watershed CPR

Connect. Protect. Restore.

## Teacher's Resource Guide

---

Watershed CPR Education Program | **Salmon**

# Overview

---

This teachers guide accompanies the Rivershed Society of BC's **Watershed CPR Education Program**, a self-guided learning experience where students can learn about the Fraser Watershed and its inhabitants, reflect on their connection to the Fraser, and discover ways to protect and restore their watershed. By participating in this program, students will cultivate the knowledge and skills to become Watershed Defenders.



The Watershed CPR Education Program aims to connect students with their local watershed and inspire them to take proactive steps to protect and restore it. To align with this mission, the learning engagements in this program are designed with place-based education and experiential learning in mind. The interactive nature of each activity is designed to spark curiosity and encourage the student to actively explore the cultural, ecological and geographical aspects of their local watershed.

# How to Use It

---

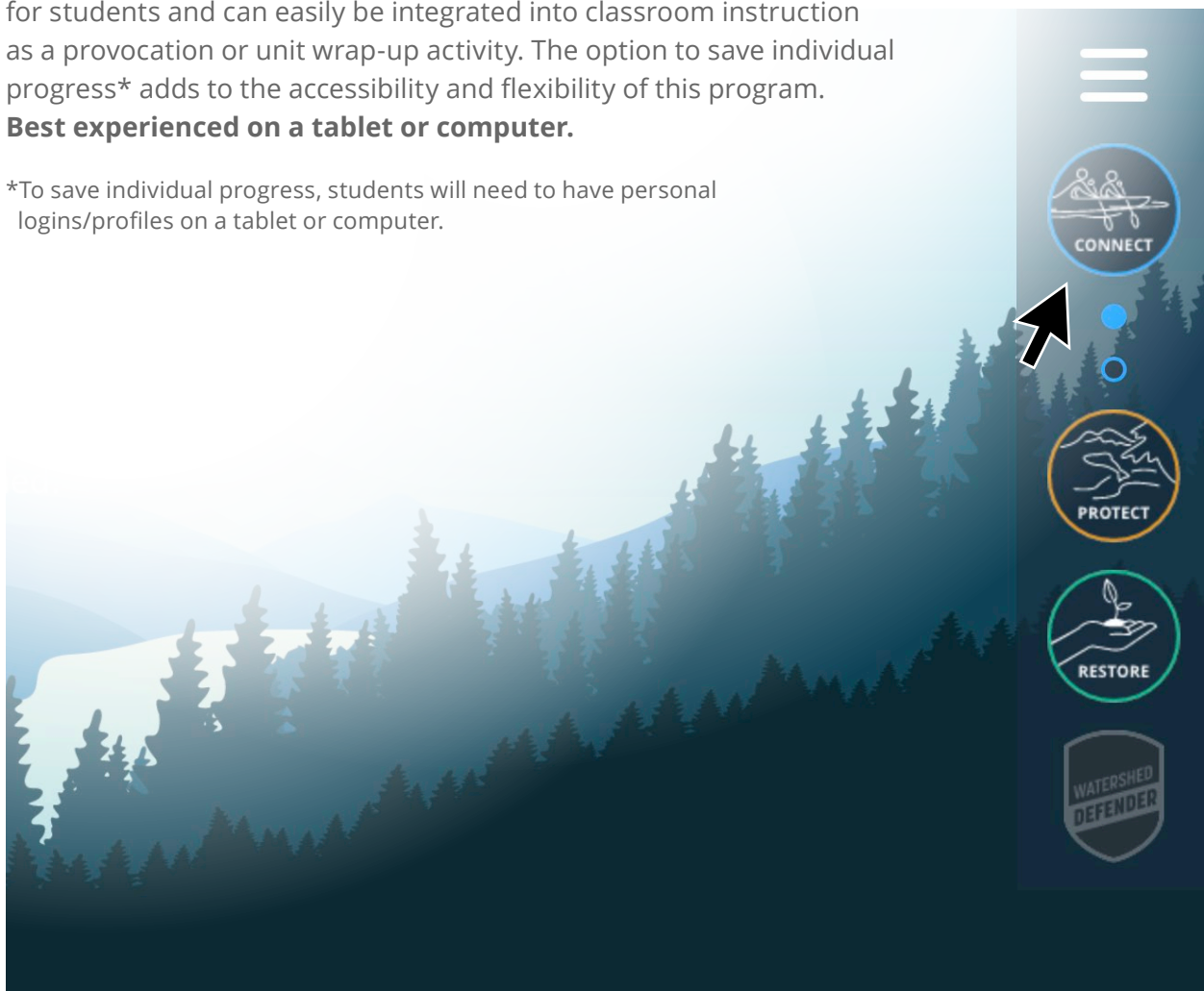
Each learning engagement in the Watershed CPR Education Program supplements local science and social studies content and competencies as aligned through the BC Curriculum for Grades 9-12. It is an excellent platform to engage students in concepts such as conservation, sustainability, responsibility, cause and consequence, and connection.

**The Watershed CPR Education Program website is designed to be a non-linear learning process.**

Students can use the menu on the right-hand side of the screen to freely navigate to different sections of the website. It is generally recommended that they begin with “Connect”, then proceed to “Protect” and finish with “Restore”. This program is intended to be a self-guided learning experience for students and can easily be integrated into classroom instruction as a provocation or unit wrap-up activity. The option to save individual progress\* adds to the accessibility and flexibility of this program.

**Best experienced on a tablet or computer.**

\*To save individual progress, students will need to have personal logins/profiles on a tablet or computer.



# Curricular Connections

	Science	Social Studies
<b>Grade 9</b>	<p><b>Curricular Competencies</b></p> <ul style="list-style-type: none"> <li>• Experience and interpret the local environment.</li> <li>• Analyze cause-and-effect relationships.</li> <li>• Consider social, ethical, and environmental implications of the findings from their own and others' investigations.</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Sustainability of systems.</li> <li>• First Peoples knowledge of interconnectedness and sustainability.</li> </ul>	<p><b>Curricular Competencies</b></p> <ul style="list-style-type: none"> <li>• Assess how prevailing conditions and the actions of individuals or groups affect events, decisions or developments (cause and consequence).</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Physiographic features of Canada and geological processes.</li> </ul>
<b>Grade 10</b>	<p><b>Curricular Competencies</b></p> <ul style="list-style-type: none"> <li>• Experience and interpret the local environment.</li> <li>• Analyze cause-and-effect relationships.</li> <li>• Consider social, ethical, and environmental implications of the findings from their own and others' investigations.</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Local and global impacts of energy transformations from technologies.</li> </ul>	<p><b>Curricular Competencies</b></p> <ul style="list-style-type: none"> <li>• Assess how prevailing conditions and the actions of individuals or groups affect events, decisions or developments (cause and consequence).</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Environmental, political and economic policies.</li> </ul>
<b>Grade 11</b>	<p><b>Curricular Competencies</b></p> <p><b>Earth Sciences 11</b></p> <ul style="list-style-type: none"> <li>• Experience and interpret the local environment.</li> <li>• Analyze cause-and-effect relationships.</li> <li>• Consider social, ethical, and environmental implications of the findings from their own and others' investigations.</li> </ul> <p><b>Environmental Sciences 11</b></p> <ul style="list-style-type: none"> <li>• Experience and interpret the local environment.</li> <li>• Analyze cause-and-effect relationships.</li> <li>• Consider social, ethical, and environmental implications of the findings from their own and others' investigations.</li> </ul>	<p><b>Curricular Competencies</b></p> <ul style="list-style-type: none"> <li>• Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas, or developments (cause and consequence).</li> <li>• Infer and explain different perspectives on people, places, events, phenomena, ideas or developments (perspective).</li> <li>• Make reasoned ethical judgments about people, places, events, phenomena, ideas, or developments and determine appropriate ways to respond (ethical judgment).</li> </ul>

	Science	Social Studies
Grade 11 (continued)	<p><b>Content</b></p> <p><b>Earth Sciences 11</b></p> <ul style="list-style-type: none"> <li>• Water as a unique resource.</li> <li>• First Peoples knowledge and perspectives of water resources and processes and others' investigations.</li> </ul> <p><b>Environmental Sciences 11</b></p> <ul style="list-style-type: none"> <li>• Ecosystem complexity: roles, relationships, population dynamics.</li> <li>• First Peoples knowledge and other traditional ecological knowledge in sustaining biodiversity.</li> <li>• Human actions and their impact on ecosystem integrity.</li> <li>• First Peoples ways of knowing and doing.</li> <li>• Resource stewardship.</li> <li>• Restoration practices.</li> </ul>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Natural resource use and local, regional, national, or global development (adapted from Human Geography 12).</li> </ul>
Grade 12	<p><b>Curricular Competencies</b></p> <p><b>Environmental Science 12</b></p> <ul style="list-style-type: none"> <li>• Experience and interpret the local environment.</li> <li>• Analyze cause-and-effect relationships.</li> <li>• Consider social, ethical, and environmental implications of the findings from their own and others' investigations.</li> </ul> <p><b>Content</b></p> <p><b>Environmental Science 12</b></p> <ul style="list-style-type: none"> <li>• Global water security: conservation of water.</li> <li>• Mitigation and adaptations.</li> <li>• Land use and degradation.</li> <li>• Personal choices and sustainable living.</li> </ul>	<p><b>Curricular Competencies</b></p> <p><b>Human Geography / Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Assess the significance of places by identifying the physical and/or human features that characterize them (sense of place).</li> <li>• Evaluate features or aspects of geographic phenomena or locations to explain what makes them worthy of attention or recognition (geographical importance).</li> <li>• Identify and assess how human and environmental factors and events influence each other (interactions and associations).</li> </ul> <p><b>Content</b></p> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>• Relationship between First Peoples and the environment.</li> <li>• Industrialization, trade, and natural resource demands.</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Connections and interactions between the spheres.</li> <li>• Features and processes of the anthroposphere and their effects on natural systems.</li> <li>• Natural resources and sustainability.</li> </ul>