BRITISH COLUMBIA FireSmart™

BC Curriculum Connections

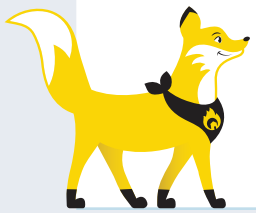
FireSmart BC Education Program Lessons

FireSmart BC lesson Grade 10 – 12	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 What are the most significant impacts of climate change on wildfires?	**Earth Science 11**	The transfer of energy through the atmosphere creates weather, and this transfer is affected by climate change	• Weather as the interaction of water, air, and energy transfer • Evidence of climate change	**Questioning and predicting** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest **Processing and analyzing data and information** • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence **Communicating** • Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations
	Environmental Science 11	Human practices affect the sustainability of ecosystems	• Human actions and their impact on ecosystem integrity • First Peoples ways of knowing and doing	**Questioning and predicting** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest **Processing and analyzing data and information** • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence **Evaluating** • Consider social, ethical, and environmental implications of the findings from their own and others' investigations. **Communicating** • Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations

FireSmart BC lesson Grade 10 – 12	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 2 How can FireSmart landscaping be used to mitigate wildfires in your community?	**Environmental Science 11**	• Human practices affect the sustainability of ecosystems • Humans can play a role in stewardship and restoration of ecosystems	• First Peoples knowledge and other traditional ecological knowledge in sustaining biodiversity human actions and their impact on ecosystem integrity • First Peoples ways of knowing and doing Resource stewardship and Restoration practices	**Questioning and predicting** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest • Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world • Formulate multiple hypotheses and predict multiple outcomes **Processing and analyzing data and information** • Experience and interpret the local environment • Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information • Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies • Construct, analyze, and interpret graphs, models, and/or diagrams • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence • Analyze cause-and-effect relationship **Applying and innovating** • Contribute to care for self, others, community, and world through individual or collaborative approaches • Contribute to finding solutions to problems at a local and/or global level through inquiry **Communicating** • Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations

FireSmart BC lesson Grade 10 – 12	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 3 To what degree are wildfires helpful or harmful to the health of ecosystems?	**Environmental Science 11**	• Complex roles and relationships contribute to the diversity of ecosystems. • Changing ecosystems are maintained by natural processes. • Human practices affect the sustainability of ecosystems.	• Levels of biotic diversity • Ecosystem complexity: • Roles • Relationships • Energy flow through ecosystems • Matter cycles through and between living systems • Benefits of ecosystem services • Human actions and their impact on ecosystem integrity • Restoration practices	**Questioning and predicting** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest **Processing and analyzing data and information** • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence **Communicating** • Communicate scientific ideas and information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations

FireSmart BC lesson Grade 10 – 12	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 3 To what degree are wildfires helpful or harmful to the health of ecosystems?	**Science for Citizens 11**	Scientific understanding enables humans to respond and adapt to changes locally and globally.	• Natural hazards and responses • Human impact on Earth's systems: Natural resources, Effects of climate change • Actions and decisions affecting the local and global environment, including those of First Peoples	**Questioning and Predicting:** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest. **Processing and Analyzing Data and Information:** • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence. • Analyze cause-and-effect relationships. **Evaluating:** • Consider the role of scientific knowledge in a particular problem or issue. • Demonstrate an understanding and appreciation of evidence-based perspectives in decision making. **Applying and Innovating:** • Apply scientific understanding to solve problems in real-world contexts. **Communicating:** • Communicate scientific ideas and information for a specific purpose and audience, constructing evidence-based arguments using appropriate scientific language, conventions, and representations.



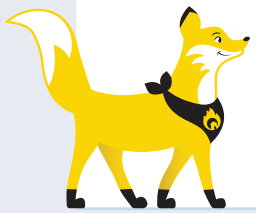
FireSmart BC lesson Grade 10 – 12	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 4 What could individuals do to personally mitigate the causes and impacts of wildfires?	**Science for Citizens 11**	• Scientific processes and knowledge inform our decisions and impact our daily lives • Scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment • Scientific understanding enables humans to respond and adapt to changes locally and globally	• Evidence-based decision making through science • Natural hazards and responses • Human impact on Earth's systems: • Natural resources • Effects of climate change • Actions and decisions affecting the local and global environment, including those of First Peoples	**Questioning and Predicting:** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest. **Processing and Analyzing Data and Information:** • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence. • Analyze cause-and-effect relationships. **Evaluating:** • Consider the role of scientific knowledge in a particular problem or issue. • Demonstrate an understanding and appreciation of evidence-based perspectives in decision making. **Applying and Innovating:** • Apply scientific understanding to solve problems in real-world contexts. **Communicating:** • Communicate scientific ideas and information for a specific purpose and audience, constructing evidence-based arguments using appropriate scientific language, conventions, and representations.

FireSmart BC lesson Grade 10 – 12	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 4 What could individuals do to personally mitigate the causes and impacts of wildfires?	**Environmental Science 11**	• Human practices affect the sustainability of ecosystems. • Humans can play a role in stewardship and restoration of ecosystems	• Benefits of ecosystem services • Human actions and their impact on ecosystem integrity • First Peoples ways of knowing and doing • Resource stewardship • Restoration practices	**Questioning and Predicting:** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest. **Processing and Analyzing Data and Information:** • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence. • Analyze cause-and-effect relationships. **Evaluating:** • Consider the role of scientific knowledge in a particular problem or issue. • Demonstrate an understanding and appreciation of evidence-based perspectives in decision making. **Applying and Innovating:** • Apply scientific understanding to solve problems in real-world contexts. **Communicating:** • Communicate scientific ideas and information for a specific purpose and audience, constructing evidence-based arguments using appropriate scientific language, conventions, and representations.

FireSmart BC lesson Grade 10 – 12	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 4 What could individuals do to personally mitigate the causes and impacts of wildfires?	**Environmental Science 12**	• Changes to climate systems • Impacts of global warming • Mitigation and adaptations • Land management • Personal choices and sustainable living	• Benefits of ecosystem services • Human actions and their impact on ecosystem integrity • First Peoples ways of knowing and doing • Resource stewardship • Restoration practices	**Questioning and Predicting:** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest. **Processing and Analyzing Data and Information:** • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence. • Analyze cause-and-effect relationships. **Evaluating:** • Consider the role of scientific knowledge in a particular problem or issue. • Demonstrate an understanding and appreciation of evidence-based perspectives in decision making. **Applying and Innovating:** • Apply scientific understanding to solve problems in real-world contexts. **Communicating:** • Communicate scientific ideas and information for a specific purpose and audience, constructing evidence-based arguments using appropriate scientific language, conventions, and representations.

FireSmart BC lesson Grade 10 – 12	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 5 What could communities do to mitigate the causes and impacts of wildfires?	**Science for Citizens 11**	Scientific understanding enables humans to respond and adapt to changes locally and globally. Scientific processes and knowledge inform our decisions and impact our daily lives. Scientific knowledge can be used to develop procedures, techniques, and technologies that have implications for places of employment.	• Benefits of ecosystem services • Human actions and their impact on ecosystem integrity • First Peoples ways of knowing and doing • Resource stewardship • Restoration practices	**Questioning and Predicting:** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest. **Processing and Analyzing Data and Information:** • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence. • Analyze cause-and-effect relationships. **Evaluating:** • Consider the role of scientific knowledge in a particular problem or issue. • Demonstrate an understanding and appreciation of evidence-based perspectives in decision making. **Applying and Innovating:** • Apply scientific understanding to solve problems in real-world contexts. **Communicating:** • Communicate scientific ideas and information for a specific purpose and audience, constructing evidence-based arguments using appropriate scientific language, conventions, and representations.

FireSmart BC lesson Grade 10 – 12	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 5 What could communities do to mitigate the causes and impacts of wildfires?	**Environmental Science 11**	• Human practices affect the sustainability of ecosystems. • Humans can play a role in stewardship and restoration of ecosystems	• Levels of biotic diversity • Ecosystem complexity: Roles, Relationships, Population dynamics • Energy flow through ecosystems • Matter cycles through and between living systems • Succession • Benefits of ecosystem services • Human actions and their impact on ecosystem integrity • First Peoples ways of knowing and doing • Resource stewardship • Restoration practices	**Questioning and Predicting:** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest. **Processing and Analyzing Data and Information:** • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence. • Analyze cause-and-effect relationships. **Evaluating:** • Consider the role of scientific knowledge in a particular problem or issue. • Demonstrate an understanding and appreciation of evidence-based perspectives in decision making. **Applying and Innovating:** • Apply scientific understanding to solve problems in real-world contexts. **Communicating:** • Communicate scientific ideas and information for a specific purpose and audience, constructing evidence-based arguments using appropriate scientific language, conventions, and representations.



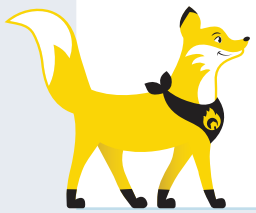
FireSmart BC lesson Grade 10 – 12	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 5 What could communities do to mitigate the causes and impacts of wildfires?	**Environmental Science 12**	Living sustainably supports the well-being of self, community, and Earth.	• Changes to climate systems • Impacts of global warming • Mitigation and adaptations • Land management • Personal choices and sustainable living	**Questioning and Predicting:** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest. **Processing and Analyzing Data and Information:** • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence. • Analyze cause-and-effect relationships. **Evaluating:** • Consider the role of scientific knowledge in a particular problem or issue. • Demonstrate an understanding and appreciation of evidence-based perspectives in decision making. **Applying and Innovating:** • Apply scientific understanding to solve problems in real-world contexts. **Communicating:** • Communicate scientific ideas and information for a specific purpose and audience, constructing evidence-based arguments using appropriate scientific language, conventions, and representations.

FireSmart BC lesson Grade 10 – 12	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 5 What could communities do to mitigate the causes and impacts of wildfires?	**Environmental Science 12**	Living sustainably supports the well-being of self, community, and Earth.	• Changes to climate systems • Impacts of global warming • Mitigation and adaptations • Land management • Personal choices and sustainable living	**Questioning and Predicting:** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest. **Processing and Analyzing Data and Information:** • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence. • Analyze cause-and-effect relationships. **Evaluating:** • Consider the role of scientific knowledge in a particular problem or issue. • Demonstrate an understanding and appreciation of evidence-based perspectives in decision making. **Applying and Innovating:** • Apply scientific understanding to solve problems in real-world contexts. **Communicating:** • Communicate scientific ideas and information for a specific purpose and audience, constructing evidence-based arguments using appropriate scientific language, conventions, and representations.

FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 How much have wildfires changed?		Earth and its climate have changed over geological time.	• Evidence of climate change over geological time and the recent impacts of humans: physical records, local First Peoples knowledge of climate change • First Peoples knowledge of changes in biodiversity over time	**Questioning and Predicting:** • Make observations aimed at identifying their own questions about the natural world. • Identify a question to answer or a problem to solve through scientific inquiry. **Processing and Analyzing Data and Information:** • Experience and interpret the local environment. • Seek patterns and connections in data from their own investigations and secondary sources. • Use scientific understandings to identify relationships and draw conclusions. **Evaluating:** • Demonstrate an understanding and appreciation of evidence (qualitative and quantitative). • Consider social, ethical, and environmental implications of the findings from their own and others' investigations. **Applying and Innovating:** • Transfer and apply learning to new situations. **Communicating:** • Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate.

FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 How much have wildfires changed?	**Science 7**	Earth and its climate have changed over geological time.	• Evidence of climate change over geological time and the recent impacts of humans: physical records, local First Peoples knowledge of climate change • First Peoples knowledge of changes in biodiversity over time	**Questioning and Predicting:** • Make observations aimed at identifying their own questions about the natural world. • Identify a question to answer or a problem to solve through scientific inquiry. **Processing and Analyzing Data and Information:** • Experience and interpret the local environment. • Seek patterns and connections in data from their own investigations and secondary sources. • Use scientific understandings to identify relationships and draw conclusions. **Evaluating:** • Demonstrate an understanding and appreciation of evidence (qualitative and quantitative). • Consider social, ethical, and environmental implications of the findings from their own and others' investigations. **Applying and Innovating:** • Transfer and apply learning to new situations. **Communicating:** • Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate.

FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 How much have wildfires changed?	**Science 9**	The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.	Sustainability of systems First Peoples knowledge of interconnectedness and sustainability	**Questioning and Predicting** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest. • Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world. **Processing and Analyzing Data and Information** • Seek and analyze patterns, trends, and connections in data, including describing relationships between variables and identifying inconsistencies. • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence. • Analyze cause-and-effect relationships. **Evaluating** • Critically analyze the validity of information in secondary sources and evaluate the approaches used to solve problems. • Consider the social, ethical, and environmental implications of the findings from their own and others' investigations. **Applying and Innovating** • Contribute to finding solutions to problems at a local and/or global level through inquiry. **Communicating** • Communicate scientific ideas, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations.



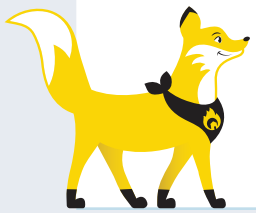
FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 2 What are the most important effects of prescribed fire on ecosystem health?	**Science 7**	Evolution by natural selection provides an explanation for the diversity and survival of living things.	• First Peoples knowledge of changes in biodiversity over time • Evidence of climate change over geological time and the recent impacts of humans: physical records, local First Peoples knowledge of climate change	**Questioning and Predicting:** • Make observations aimed at identifying their own questions about the natural world. • Identify a question to answer or a problem to solve through scientific inquiry. **Processing and Analyzing Data and Information:** • Experience and interpret the local environment. • Seek patterns and connections in data from their own investigations and secondary sources. • Use scientific understandings to identify relationships and draw conclusions. **Evaluating:** • Demonstrate an understanding and appreciation of evidence (qualitative and quantitative). • Consider social, ethical, and environmental implications of the findings from their own and others' investigations. **Applying and Innovating:** • Transfer and apply learning to new situations. **Communicating:** • Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate.

FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 2 What are the most important effects of prescribed fire on ecosystem health?	**Science 9**	The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.	• Matter cycles within biotic and abiotic components of ecosystems • Sustainability of systems • First Peoples knowledge of interconnectedness and sustainability	**Questioning and Predicting:** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest. • Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world. • Formulate multiple hypotheses and predict multiple outcomes. **Processing and Analyzing Data and Information:** • Seek and analyze patterns, trends, and connections in data, including describing relationships between variables and identifying inconsistencies. • Construct, analyze, and interpret graphs (including interpolation and extrapolation), models, and/or diagrams. • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence. • Analyze cause-and-effect relationships. **Evaluating:** • Critically analyze the validity of information in secondary sources and evaluate the approaches used to solve problems. • Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources. • Consider the social, ethical, and environmental implications of the findings from their own and others' investigations. **Applying and Innovating:** • Contribute to care for self, others, community, and world through individual or collaborative approaches. • Contribute to finding solutions to problems at a local and/or global level through inquiry. • Implement multiple strategies to solve problems in real-life, applied, and conceptual situations. • Consider the role of scientists in innovation. **Communicating** • Communicate scientific ideas, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations. • Express and reflect on a variety of experiences, perspectives, and worldviews through place.

FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 2 What are the most important effects of prescribed fire on ecosystem health?	**Grades 4–9 English Language Arts**	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	• Story/text • Strategies and processes • Language features, structures, and conventions	**Comprehend and Connect (Reading, Listening, Viewing):** • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability. • Synthesize ideas from a variety of sources to build understanding. • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts. • Construct meaningful personal connections between self, text, and world. • Recognize the influence of place in First Peoples and other Canadian texts. **Create and Communicate (Writing, Speaking, Representing):** • Exchange ideas and viewpoints to build shared understanding and extend thinking. • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. • Express an opinion and support it with credible evidence.

FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 3 What is the strongest evidence that the current climate crisis is a product of human actions?	**Science 7**	• Evolution by natural selection provides an explanation for the diversity and survival of living things. • Earth and its climate have changed over geological time. • The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.	• Organisms have evolved over time • Survival needs • Natural selection • The fossil record provides evidence for changes in biodiversity over geological time • First Peoples knowledge of changes in biodiversity over time • Evidence of climate change over geological time and the recent impacts of humans: physical records, local First Peoples knowledge of climate change	**Questioning and Predicting:** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest. • Make observations aimed at identifying their own questions about the natural world. • Identify a question to answer or a problem to solve through scientific inquiry. • Formulate alternative If...then... hypotheses based on their questions. • Make predictions about the findings of their inquiry. **Planning and Conducting:** • Collaboratively plan a range of investigation types, including fieldwork and experiments, to answer their questions or solve problems they have identified. **Processing and Analyzing Data and Information:** • Experience and interpret the local environment. • Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information. • Construct and use a range of methods to represent patterns or relationships in data, including tables, graphs, keys, models, and digital technologies as appropriate. • Seek patterns and connections in data from their own investigations and secondary sources. • Use scientific understandings to identify relationships and draw conclusions. **Evaluating:** • Demonstrate an awareness of assumptions and bias in their own work and secondary sources. • Demonstrate an understanding and appreciation of evidence (qualitative and quantitative). • Exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources. • Consider social, ethical, and environmental implications of the findings from their own and others' investigations. **Applying and Innovating:** • Contribute to care for self, others, and community through personal or collaborative approaches. • Co-operatively design projects. • Transfer and apply learning to new situations. • Generate and introduce new or refined ideas when problem-solving. **Communicating:** • Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate. • Express and reflect on a variety of experiences, perspectives, and worldviews through place.

FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 3 What is the strongest evidence that the current climate crisis is a product of human actions?	**Grades 4–9 English Language Arts**	• Exploring stories and other texts helps us understand ourselves and make connections to others and to the world. • Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.	• Story/text • Strategies and processes • Language features, structures, and conventions	**Comprehend and Connect (Reading, Listening, Viewing)** • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability. • Synthesize ideas from a variety of sources to build understanding. • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. • Respond to text in personal, creative, and critical ways. **Create and Communicate (Writing, Speaking, Representing)** • Exchange ideas and viewpoints to build shared understanding and extend thinking. • Express an opinion and support it with credible evidence.



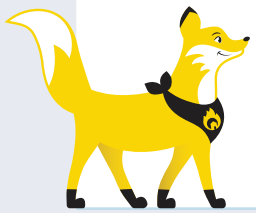
FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 4 What important lessons about wildfire prevention and safety could be learned from Indigenous Peoples?	**Grade 7 Science**	• Evolution by natural selection provides an explanation for the diversity and survival of living things. • Earth and its climate have changed over geological time.	• Organisms have evolved over time • Survival needs • Natural selection • The fossil record provides evidence for changes in biodiversity over geological time • First Peoples knowledge of changes in biodiversity over time	**Questioning and Predicting:** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest. • Make observations aimed at identifying their own questions about the natural world. • Identify a question to answer or a problem to solve through scientific inquiry. • Formulate alternative If...then... hypotheses based on their questions. • Make predictions about the findings of their inquiry. **Planning and Conducting:** • Collaboratively plan a range of investigation types, including fieldwork and experiments, to answer their questions or solve problems they have identified. **Processing and Analyzing Data and Information:** • Experience and interpret the local environment. • Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information. • Construct and use a range of methods to represent patterns or relationships in data, including tables, graphs, keys, models, and digital technologies as appropriate. • Seek patterns and connections in data from their own investigations and secondary sources. • Use scientific understandings to identify relationships and draw conclusions. **Evaluating:** • Demonstrate an awareness of assumptions and bias in their own work and secondary sources. • Demonstrate an understanding and appreciation of evidence (qualitative and quantitative). • Exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources. • Consider social, ethical, and environmental implications of the findings from their own and others' investigations. **Applying and Innovating:** • Contribute to care for self, others, and community through personal or collaborative approaches. • Co-operatively design projects. • Transfer and apply learning to new situations. • Generate and introduce new or refined ideas when problem-solving. **Communicating:** • Communicate ideas, findings, and solutions to problems, using scientific language, representations, and digital technologies as appropriate. • Express and reflect on a variety of experiences, perspectives, and worldviews through place.

FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 4 What important lessons about wildfire prevention and safety could be learned from Indigenous Peoples?	**Grade 9 Science**	The biosphere, geosphere, hydrosphere, and atmosphere are interconnected, as matter cycles and energy flows through them.	• Matter cycles within biotic and abiotic components of ecosystems • Sustainability of systems • First Peoples knowledge of interconnectedness and sustainability	**Questioning and Predicting:** • Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal, local, or global interest. • Make observations aimed at identifying their own questions, including increasingly abstract ones, about the natural world. • Formulate multiple hypotheses and predict multiple outcomes. **Planning and Conducting:** • Collaboratively and individually plan, select, and use appropriate investigation methods, including fieldwork and lab experiments, to collect reliable data (qualitative and quantitative). • Processing and Analyzing Data and Information: • Seek and analyze patterns, trends, and connections in data, including describing relationships between variables and identifying inconsistencies. • Use knowledge of scientific concepts to draw conclusions that are consistent with evidence. • Analyze cause-and-effect relationships. **Evaluating:** • Demonstrate an awareness of assumptions, question information given, and identify bias in their own work and in primary and secondary sources. • Consider the social, ethical, and environmental implications of the findings from their own and others' investigations. **Applying and Innovating:** • Contribute to care for self, others, community, and world through individual or collaborative approaches. • Contribute to finding solutions to problems at a local and/or global level through inquiry. • Implement multiple strategies to solve problems in real-life, applied, and conceptual situations. • Consider the role of scientists in innovation. **Communicating:** • Formulate physical or mental theoretical models to describe a phenomenon. • Communicate scientific ideas, information, and perhaps a suggested course of action, for a specific purpose and audience, constructing evidence-based arguments and using appropriate scientific language, conventions, and representations. • Express and reflect on a variety of experiences, perspectives, and worldviews through place.

FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 4 What important lessons about wildfire prevention and safety could be learned from Indigenous Peoples?	**Grades 4–9 English Language Arts**	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	• Story/text • Strategies and processes • Language features, structures, and conventions	**Comprehend and Connect (Reading, Listening, Viewing):** • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability. • Synthesize ideas from a variety of sources to build understanding. • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts. • Construct meaningful personal connections between self, text, and world. • Respond to text in personal, creative, and critical ways. • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view. • Recognize the influence of place in First Peoples and other Canadian texts. **Create and Communicate (Writing, Speaking, Representing):** • Exchange ideas and viewpoints to build shared understanding and extend thinking. • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message. • Select and use appropriate features, forms, and genres according to audience, purpose, and message. • Transform ideas and information to create original texts. • Express an opinion and support it with credible evidence.

FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 4 What important lessons about wildfire prevention and safety could be learned from Indigenous Peoples?	**Grades 6–7 English Language Arts**	Exploring and sharing multiple perspectives extends our thinking	• Story/text • Strategies and processes • Language features, structures, and conventions	**Comprehend and connect (reading, listening, viewing)** • 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 • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view **Create and communicate (writing, speaking, representing)** • Exchange ideas and viewpoints to build shared understanding and extend thinking • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences

FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 5 What are the relationships between colonialism and wildfires?	**Social Studies 8**	• Exploration, expansion, and colonization had varying consequences for different groups. • Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.	• Social, political, and economic systems and structures, including those of at least one indigenous civilization • Philosophical and cultural shifts • Interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations • Exploration, expansion, and colonization	• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Assess the significance of people, places, events, or developments at particular times and places (significance) • Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence) • Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective) • Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)



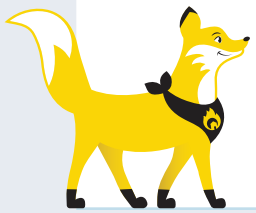
FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 5 What are the relationships between colonialism and wildfires?	**Social Studies 9**	• Emerging ideas and ideologies profoundly influence societies and events	• Political, social, economic, and technological revolutions • The continuing effects of imperialism and colonialism on indigenous peoples in Canada and around the world	• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance) • Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence) • Compare and contrast continuities and changes for different groups at the same time period (continuity and change) • Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence) • Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective) • Make reasoned ethical judgments about actions in the past and present, and determine appropriate ways to remember and respond (ethical judgment)

FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 5 What are the relationships between colonialism and wildfires?	**English Language Arts 4-9**	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.	• Story/text • Strategies and processes • Language features, structures, and conventions: connotation and denotation	**Comprehend and Connect (Reading, Listening, Viewing):** • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability. • Synthesize ideas from a variety of sources to build understanding. • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts. • Construct meaningful personal connections between self, text, and world. • Respond to text in personal, creative, and critical ways. • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view. • Recognize the influence of place in First Peoples and other Canadian texts. **Create and Communicate (Writing, Speaking, Representing):** • Exchange ideas and viewpoints to build shared understanding and extend thinking. • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message. • Select and use appropriate features, forms, and genres according to audience, purpose, and message. • Transform ideas and information to create original texts. • Express an opinion and support it with credible evidence.

FireSmart BC lesson Grades 7-9	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 5 What are the relationships between colonialism and wildfires?	**English Language Arts 6-7**	Exploring and sharing multiple perspectives extends our thinking.	• Story/text • Strategies and processes • Language features, structures, and conventions	**Comprehend and connect (reading, listening, viewing)** • 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 • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize how language constructs personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world • Respond to text in personal, creative, and critical ways • Understand how literary elements, techniques, and devices enhance and shape meaning • Recognize an increasing range of text structures and how they contribute to meaning • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view **Create and communicate (writing, speaking, representing)** • Exchange ideas and viewpoints to build shared understanding and extend thinking • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message • Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation • Use and experiment with oral storytelling processes • Select and use appropriate features, forms, and genres according to audience, purpose, and message • Transform ideas and information to create original texts

FireSmart BC lesson Grades 4-6	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 How can we best use an understanding of our local ecozone to make an area FireSmart?	**Grade 4 Science**	The motions of Earth and the moon cause observable patterns that affect living and non-living systems. All living things sense and respond to their environment.	Biomes as large regions with similar environmental features	**Questioning and Predicting:** • Demonstrate curiosity about the natural world. • Observe objects and events in familiar contexts. • Identify questions about familiar objects and events that can be investigated scientifically. • Make predictions based on prior knowledge. **Planning and Conducting:** • Suggest ways to plan and conduct an inquiry to find answers to their questions. • Consider ethical responsibilities when deciding how to conduct an inquiry. **Processing and Analyzing Data and Information:** • Experience and interpret the local environment. • Identify First Peoples perspectives and knowledge as sources of information. • Sort and classify data and information using drawings or provided tables. • Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends. • Compare results with predictions, suggesting possible reasons for findings **Evaluating** • Make simple inferences based on their results and prior knowledge • Demonstrate an understanding and appreciation of evidence • Identify some simple environmental implications of their and others' actions • Applying and innovating • Contribute to care for self, others, school, and neighbourhood through individual or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate • Express and reflect on personal or shared experiences of place

FireSmart BC lesson Grades 4-6	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 How can we best use an understanding of our local ecozone to make an area FireSmart?	**Grade 5 Science**	Earth materials change as they move through the rock cycle and can be used as natural resources.	• The rock cycle. • Local types of earth materials. • First Peoples knowledge of sustainable practices.	**Questioning and Predicting:** • Demonstrate a sustained curiosity about a scientific topic or problem of personal interest. • Make observations in familiar or unfamiliar contexts. • Identify questions to answer or problems to solve through scientific inquiry. • Make predictions about the findings of their inquiry. **Planning and Conducting:** • With support, plan appropriate investigations to answer their questions or solve problems they have identified. **Processing and Analyzing Data and Information:** • Experience and interpret the local environment. • Identify First Peoples perspectives and knowledge as sources of information. • Demonstrate an openness to new ideas and consideration of alternatives. **Evaluating:** • Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations. **Applying and Innovating:** • Contribute to care for self, others, and community through personal or collaborative approaches. • Co-operatively design projects. • Transfer and apply learning to new situations. • Generate and introduce new or refined ideas when problem-solving. **Communicating:** • Communicate ideas, explanations, and processes in a variety of ways. • Express and reflect on personal or shared experiences of place.



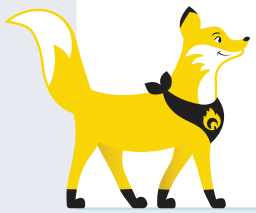
FireSmart BC lesson Grades 4-6	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 How can we best use an understanding of our local ecozone to make an area FireSmart?	**Grade 5 Social Studies**	Natural resources continue to shape the economy and identity of different regions of Canada.	• Resources and economic development in different regions of Canada • First Peoples land ownership and use	• Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Develop a plan of action to address a selected problem or issue • Construct arguments defending the significance of individuals/groups, places, events, and developments (significance) • Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) • Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change) • Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence) • Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) • Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

FireSmart BC lesson Grades 4-6	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 2 What are the most important lessons about using fire to care for the land that we can learn from First Peoples?	**Grade 5 Science**	• The rock cycle. • Local types of earth materials. • First Peoples knowledge of sustainable practices.	• Resources and economic development in different regions of Canada • First Peoples land ownership and use	**Questioning and Predicting:** • Demonstrate a sustained curiosity about a scientific topic or problem of personal interest. • Make observations in familiar or unfamiliar contexts. • Identify questions to answer or problems to solve through scientific inquiry. • Make predictions about the findings of their inquiry. **Planning and Conducting:** • With support, plan appropriate investigations to answer their questions or solve problems they have identified. **Processing and Analyzing Data and Information:** • Experience and interpret the local environment. • Identify First Peoples perspectives and knowledge as sources of information. • Construct and use a variety of methods, including tables, graphs, and digital technologies as appropriate, to represent patterns or relationships in data. • Demonstrate an openness to new ideas and consideration of alternatives. **Evaluating:** • Demonstrate an understanding and appreciation of evidence. • Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations. **Applying and Innovating:** • Contribute to care for self, others, and community through personal or collaborative approaches. • Co-operatively design projects. • Transfer and apply learning to new situations. • Generate and introduce new or refined ideas when problem-solving. **Communicating:** • Communicate ideas, explanations, and processes in a variety of ways. • Express and reflect on personal or shared experiences of place.

FireSmart BC lesson Grades 4-6	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 2 What are the most important lessons about using fire to care for the land that we can learn from First Peoples?	**Grade 4 Social Studies**	• The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada.	• Early contact, trade, cooperation, and conflict between First Peoples and European peoples • The fur trade in pre-Confederation Canada and British Columbia	• 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) • Sequence objects, images, or events, and determine continuities and changes between different time periods or places (continuity and change) • Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence) • Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place (ethical judgment)
		• Interactions between First Peoples and Europeans lead to conflict and cooperation, which continue to shape Canada's identity.	• The impact of colonization on First Peoples societies in British Columbia and Canada • The history of the local community and of local First Peoples communities • Physiographic features and natural resources of Canada	

FireSmart BC lesson Grades 4-6	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 2 What are the most important lessons about using fire to care for the land that we can learn from First Peoples?	**Grade 5 Social Studies**	• Natural resources continue to shape the economy and identity of different regions of Canada. • Canada's policies and treatment of minority peoples have negative and positive legacies.	• Resources and economic development in different regions of Canada • First Peoples land ownership and use	• Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Develop a plan of action to address a selected problem or issue • Construct arguments defending the significance of individuals/groups, places, events, and developments (significance) • Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) • Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change) • Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence) • Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) • Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

FireSmart BC lesson Grades 4-6	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 2 What are the most important lessons about using fire to care for the land that we can learn from First Peoples?	**Grade 6 Social Studies**	• Systems of government vary in their respect for human rights and freedoms.	• Fifferent systems of government • Economic policies and resource management, including effects on indigenous peoples	• Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Develop a plan of action to address a selected problem or issue • Construct arguments defending the significance of individuals/groups, places, events, or developments (significance) • Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) • Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change) • Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence) • Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) • Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)



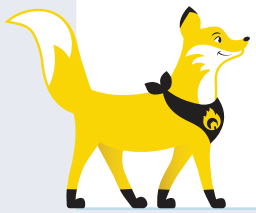
FireSmart BC lesson Grades 4-6	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 3 What helpful habits could improve wildfire safety and prevention?	**Grade 6 Language Arts**	• Developing our understanding of how language works allows us to use it purposefully. • Exploring and sharing multiple perspectives extends our thinking.	• Story/text • Strategies and processes • Language features, structures, and conventions	**Comprehend and connect (reading, listening, viewing)** • 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 • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • identity • Construct meaningful personal connections between self, text, and world • Respond to text in personal, creative, and critical ways • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view **Create and communicate (writing, speaking, representing)** • Exchange ideas and viewpoints to build shared understanding and extend thinking • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences

FireSmart BC lesson Grades 4-6	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 3 What helpful habits could improve wildfire safety and prevention?	**Grade 6 Career Education**	Safe environments depend on everyone following safety rules.	• Personal Development • Connections to Community	• Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world • Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments • Question self and others about the reciprocal relationship between self and community • Use entrepreneurial and innovative thinking to solve problems • Demonstrate leadership skills through collaborative activities in the school and community • Demonstrate safety skills in an experiential learning environment • Set realistic short- and longer-term learning goals, define a path, and monitor progress

FireSmart BC lesson Grades 4-6	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 4 How closely related are climate change and wildfires?	**Grade 4 Science**	All living things sense and respond to their environment.	• Sensing and responding: humans, other animals, and plants • Biomes as large regions with similar environmental features	**Questioning and Predicting:** • Demonstrate curiosity about the natural world. • Observe objects and events in familiar contexts. • Identify questions about familiar objects and events that can be investigated scientifically. • Make predictions based on prior knowledge. **Planning and Conducting:** • Suggest ways to plan and conduct an inquiry to find answers to their questions. **Processing and Analyzing Data and Information:** • Experience and interpret the local environment. • Identify First Peoples perspectives and knowledge as sources of information. • Sort and classify data and information using drawings or provided tables. • Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends. • Compare results with predictions, suggesting possible reasons for findings **Evaluating** • Make simple inferences based on their results and prior knowledge • Demonstrate an understanding and appreciation of evidence • Identify some simple environmental implications of their and others' actions **Applying and innovating** • Contribute to care for self, others, school, and neighbourhood through individual or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate • Express and reflect on personal or shared experiences of place

FireSmart BC lesson Grades 4-6	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 4 How closely related are climate change and wildfires?	**Grade 5 Science**	Earth materials change as they move through the rock cycle and can be used as natural resources.	• First Peoples knowledge of sustainable practices.	**Questioning and Predicting:** • Demonstrate a sustained curiosity about a scientific topic or problem of personal interest. • Make observations in familiar or unfamiliar contexts. • Identify questions to answer or problems to solve through scientific inquiry. • Make predictions about the findings of their inquiry. **Planning and Conducting:** • With support, plan appropriate investigations to answer their questions or solve problems they have identified. • Choose appropriate data to collect to answer their questions. **Processing and Analyzing Data and Information:** • Experience and interpret the local environment. • Identify First Peoples perspectives and knowledge as sources of information. • Construct and use a variety of methods, including tables, graphs, and digital technologies as appropriate, to represent patterns or relationships in data. • Identify patterns and connections in data. • Compare data with predictions and develop explanations for results. • Demonstrate an openness to new ideas and consideration of alternatives. **Evaluating:** • Identify some of the assumptions in secondary sources. • Demonstrate an understanding and appreciation of evidence. • Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations. **Applying and Innovating:** • Contribute to care for self, others, and community through personal or collaborative approaches. • Co-operatively design projects. • Transfer and apply learning to new situations. • Generate and introduce new or refined ideas when problem-solving. **Communicating:** • Communicate ideas, explanations, and processes in a variety of ways. • Express and reflect on personal or shared experiences of place.

FireSmart BC lesson Grades 4-6	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 4 How closely related are climate change and wildfires?	**Grade 5 Social Studies**	Natural resources continue to shape the economy and identity of different regions of Canada.	• Resources and economic development in different regions of Canada • First Peoples land ownership and use	• 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, and developments (significance) • Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) • Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)



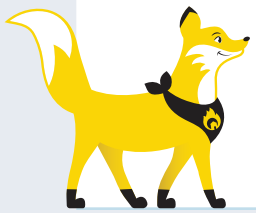
FireSmart BC lesson Grades 4-6	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 4 How closely related are climate change and wildfires?	**Grade 6 Social Studies**	Complex global problems require international co-operation to make difficult choices for the future.	Economic policies and resource management, including effects on indigenous peoples	• Use Social Studies inquiry processes and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Develop a plan of action to address a selected problem or issue • Construct arguments defending the significance of individuals/groups, places, events, or developments (significance) • Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) • Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence) • Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) • Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

FireSmart BC lesson Grades 4-6	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 5 How can people in communities best share responsibility for wildfire safety?	**Grade 6 Career Education**	Safe environments depend on everyone following safety rules. Leadership represents good planning, goal-setting, and collaboration.	Personal Development Connections to Community Life and Career Plan	• Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world • Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments • Question self and others about the reciprocal relationship between self and community • Use entrepreneurial and innovative thinking to solve problems • Demonstrate leadership skills through collaborative activities in the school and community
	Grades 4 and 5 Career Education	Leadership requires listening to and respecting the ideas of others.	• Personal Development • Connections to Community	• Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time • Demonstrate respect for differences in the classroom • Use innovative thinking when solving problems

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 What important lessons can we learn about fire from First Peoples?	**Grade 2 Science**	Materials can be changed through physical and chemical processes.	Water sources including local watersheds water conservation the water cycle local First People's knowledge of water: • water cycles • conservation • connection to other systems	**Questioning and predicting** • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask questions about familiar objects and events **Processing and analyzing data and information** • Experience and interpret the local environment • Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge • Sort and classify data and information using drawings, pictographs and provided tables • Identify simple patterns and connections **Evaluating** • Compare observations with those of others • Consider some environmental consequences of their actions **Applying and innovating** • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Communicate observations and ideas using oral or written language, drawing, or role-play • Express and reflect on personal experiences of place

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 What important lessons can we learn about fire from First Peoples?	**Grade 3 Science**	Living things are diverse, can be grouped, and interact in their ecosystems.	• Biodiversity in the local environment • The knowledge of local First Peoples of ecosystems • Local First Peoples knowledge of local landforms	**Questioning and predicting** • Demonstrate curiosity about the natural world • Observe objects and events in familiar contexts • Identify questions about familiar objects and events that can be investigated scientifically • Make predictions based on prior knowledge **Planning and conducting** • technology as appropriate • Make observations about living and non-living things in the local environment • Collect simple data **Processing and analyzing data and information** • Experience and interpret the local environment • Identify First Peoples perspectives and knowledge as sources of information • Sort and classify data and information using drawings or provided tables • Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends • Compare results with predictions, suggesting possible reasons for findings **Evaluating** • Make simple inferences based on their results and prior knowledge • Demonstrate an understanding and appreciation of evidence • Identify some simple environmental implications of their and others' actions **Applying and innovating** • Contribute to care for self, others, school, and neighbourhood through personal or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate • Express and reflect on personal or shared experiences of place

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 What important lessons can we learn about fire from First Peoples?	**Grade 3 Science**	Living things are diverse, can be grouped, and interact in their ecosystems.	• Biodiversity in the local environment • The knowledge of local First Peoples of ecosystems • Local First Peoples knowledge of local landforms	**Questioning and predicting** • Demonstrate curiosity about the natural world • Observe objects and events in familiar contexts • Identify questions about familiar objects and events that can be investigated scientifically • Make predictions based on prior knowledge **Planning and conducting** • technology as appropriate • Make observations about living and non-living things in the local environment • Collect simple data **Processing and analyzing data and information** • Experience and interpret the local environment • Identify First Peoples perspectives and knowledge as sources of information • Sort and classify data and information using drawings or provided tables • Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends • Compare results with predictions, suggesting possible reasons for findings **Evaluating** • Make simple inferences based on their results and prior knowledge • Demonstrate an understanding and appreciation of evidence • Identify some simple environmental implications of their and others' actions **Applying and innovating** • Contribute to care for self, others, school, and neighbourhood through personal or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate • Express and reflect on personal or shared experiences of place



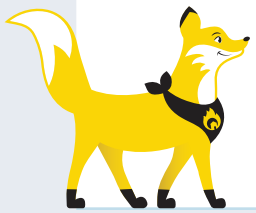
FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 What important lessons can we learn about fire from First Peoples?	**Grade 2 Social Studies**	Local actions have global consequences, and global actions have local consequences	• Relationships between people and the environment in different communities • Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture	• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Explain why people, events, or places are significant to various individuals and groups (significance) • Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change) • Recognize the causes and consequences of events, decisions, or developments (cause and consequence)

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 What important lessons can we learn about fire from First Peoples?	**Grade 3 Social Studies**	• Learning about First Peoples nurtures multicultural awareness and respect for diversity.	• Cultural characteristics and ways of life of local First Peoples and global indigenous peoples	• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Explain why people, events, or places are significant to various individuals and groups (significance) • Sequence objects, images, or events, and explain why some aspects change and others stay the same (continuity and change) • Recognize the causes and consequences of events, decisions, or developments (cause and consequence) • Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events • Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgment)
		• Indigenous knowledge is passed down through oral history, traditions, and collective memory. • Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.	• Aspects of life shared by and common to peoples and cultures • Oral history, traditional stories, and artifacts as evidence about past First Peoples cultures • Relationship between humans and their environment	

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 2 What important lessons can we learn about fire from First Peoples?	**Grade 2 Science**	Living things have life cycles adapted to their environment. Materials can be changed through physical and chemical processes.	• Physical ways of changing materials • Chemical ways of changing materials • The water cycle • Local First People's knowledge of water: water cycles, conservation, connection to other systems	**Questioning and predicting** • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask questions about familiar objects and events • Make simple predictions about familiar objects and events **Planning and conducting** • Make and record observations **Processing and analyzing data and information** • Experience and interpret the local environment • Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge • Sort and classify data and information using drawings, pictographs and provided tables • Compare observations with predictions through discussion • Identify simple patterns and connections **Evaluating** • Compare observations with those of others • Consider some environmental consequences of their actions **Applying and innovating** • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Communicate observations and ideas using oral or written language, drawing, or role-play • Express and reflect on personal experiences of place

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 2 What important lessons can we learn about fire from First Peoples?	**Grade 3 Science**	Living things are diverse, can be grouped, and interact in their ecosystems.	• Biodiversity in the local environment • The knowledge of local First Peoples of ecosystems • Observable changes in the local environment caused by erosion and deposition by wind, water, and ice	**Questioning and predicting** • Demonstrate curiosity about the natural world • Observe objects and events in familiar contexts • Identify questions about familiar objects and events that can be investigated scientifically • Make predictions based on prior knowledge **Planning and conducting** • Suggest ways to plan and conduct an inquiry to find answers to their questions • Make observations about living and non-living things in the local environment • Collect simple data **Processing and analyzing data and information** • Experience and interpret the local environment • Identify First Peoples perspectives and knowledge as sources of information • Sort and classify data and information using drawings or provided tables • Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends • Compare results with predictions, suggesting possible reasons for findings **Evaluating** • Make simple inferences based on their results and prior knowledge • Demonstrate an understanding and appreciation of evidence • Identify some simple environmental implications of their and others' actions **Applying and innovating** • Contribute to care for self, others, school, and neighbourhood through personal or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate • Express and reflect on personal or shared experiences of place

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 3 What important ideas from fire science can we use to help us build a safe campfire?	**Grade 2 Science**	Materials can be changed through physical and chemical processes.	• Physical ways of changing materials • Chemical ways of changing materials	**Questioning and predicting** • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask questions about familiar objects and events • Make simple predictions about familiar objects and events **Planning and conducting** • Make and record observations **Processing and analyzing data and information** • Experience and interpret the local environment • Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge • Sort and classify data and information using drawings, pictographs and provided tables • Compare observations with predictions through discussion • Identify simple patterns and connections **Evaluating** • Compare observations with those of others • Consider some environmental consequences of their actions **Applying and innovating** • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Communicate observations and ideas using oral or written language, drawing, or role-play • Express and reflect on personal experiences of place



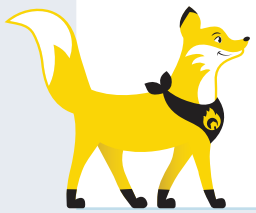
FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 3 What important ideas from fire science can we use to help us build a safe campfire?	**Grade 3 Science**	Thermal energy can be produced and transferred.	• Sources of thermal energy • Transfer of thermal energy	**Questioning and predicting** • Demonstrate curiosity about the natural world • Observe objects and events in familiar contexts • Identify questions about familiar objects and events that can be investigated scientifically • Make predictions based on prior knowledge **Planning and conducting** • Suggest ways to plan and conduct an inquiry to find answers to their questions • Make observations about living and non-living things in the local environment • Collect simple data **Processing and analyzing data and information** • Experience and interpret the local environment • Identify First Peoples perspectives and knowledge as sources of information • Sort and classify data and information using drawings or provided tables • Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends **Evaluating** • Make simple inferences based on their results and prior knowledge • Identify some simple environmental implications of their and others' actions **Applying and innovating** • Contribute to care for self, others, school, and neighbourhood through personal or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate • Express and reflect on personal or shared experiences of place

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 4 How FireSmart is the park?	**Grade 3 Science**	Living things are diverse, can be grouped, and interact in their environment.	• Living things are diverse, can be grouped, and interact in their environment.	**Questioning and predicting** • Demonstrate curiosity about the natural world • Observe objects and events in familiar contexts • Identify questions about familiar objects and events that can be investigated scientifically • Make predictions based on prior knowledge **Planning and conducting** • Suggest ways to plan and conduct an inquiry to find answers to their questions • Make observations about living and non-living things in the local environment **Processing and analyzing data and information** • Experience and interpret the local environment • Identify First Peoples perspectives and knowledge as sources of information **Evaluating** • Make simple inferences based on their results and prior knowledge • Identify some simple environmental implications of their and others' actions **Applying and innovating** • Contribute to care for self, others, school, and neighbourhood through personal or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate • Express and reflect on personal or shared experiences of place

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 5 What does a FireSmart home look like?	**Grade 2 Science**	Materials can be changed through physical and chemical processes.	• Physical ways of changing materials • Chemical ways of changing materials	**Questioning and predicting** • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask questions about familiar objects and events • Make simple predictions about familiar objects and events **Processing and analyzing data and information** • Identify simple patterns and connections **Evaluating** • Compare observations with those of others • Consider some environmental consequences of their actions **Applying and innovating** • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Communicate observations and ideas using oral or written language, drawing, or role-play • Express and reflect on personal experiences of place

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 5 What does a FireSmart home look like?	**Grade 3 Science**	Thermal energy can be produced and transferred.	• Sources of thermal energy • Transfer of thermal energy	**Questioning and predicting** • Demonstrate curiosity about the natural world • Observe objects and events in familiar contexts • Identify questions about familiar objects and events that can be investigated scientifically • Make predictions based on prior knowledge **Planning and conducting** • Suggest ways to plan and conduct an inquiry to find answers to their questions • Make observations about living and non-living things in the local environment **Processing and analyzing data and information** • Experience and interpret the local environment • Identify First Peoples perspectives and • Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends • Compare results with predictions, suggesting possible reasons for findings **Evaluating** • Make simple inferences based on their results and prior knowledge • Identify some simple environmental implications of their and others' actions **Applying and innovating** • Contribute to care for self, others, school, and neighbourhood through personal or collaborative approaches • Co-operatively design projects • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate • Express and reflect on personal or shared experiences of place

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 Which season are wildfires more likely to happen?	**Science K**	Daily and seasonal changes affect all living thing	• Wffects of size, shape, and materials on movement weather changes seasonal changes • Living things make changes to accommodate daily and seasonal cycles	**Questioning and predicting** • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask simple questions about familiar objects and events **Planning and conducting** • Make exploratory observations using their senses **Processing and analyzing data and information** • Experience and interpret the local environment • Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge • Discuss observations • Represent observations and ideas by drawing charts and simple pictographs **Applying and innovating** • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Share observations and ideas orally • Express and reflect on personal experiences of place



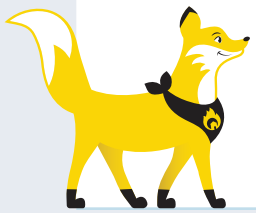
FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 Which season are wildfires more likely to happen?	**Science 1**	Observable patterns and cycles occur in the local sky and landscape	• Behavioural adaptations of animals in the local environment • Structural features of living things in the local environment • Common objects in the sky • Local patterns that occur on Earth and in the sky	**Questioning and predicting** • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask simple questions about familiar objects and events **Planning and conducting** • Make exploratory observations using their senses **Processing and analyzing data and information** • Experience and interpret the local environment • Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge • Discuss observations • Represent observations and ideas by drawing charts and simple pictographs **Applying and innovating** • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Share observations and ideas orally • Express and reflect on personal experiences of place

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 2 Which season are wildfires more likely to happen?	**Science K**	Humans interact with matter every day through familiar materials.	• Local First Peoples uses of plants and animals • Properties of familiar materials • Living things make changes to accommodate daily and seasonal cycles	**Questioning and predicting** • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask simple questions about familiar objects and events **Planning and conducting** • Make exploratory observations using their senses **Processing and analyzing data and information** • Experience and interpret the local environment • Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge • Discuss observations • Represent observations and ideas by drawing charts and simple pictographs **Applying and innovating** • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Share observations and ideas orally • Express and reflect on personal experiences of place

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 1 Which season are wildfires more likely to happen?	**Grade 1 Science**	Matter is useful because of its properties.	• Specific properties of materials allow us to use them in different ways • Properties of light and sound depend on their source and the objects with which they interact	**Questioning and predicting** • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask simple questions about familiar objects and events **Planning and conducting** • Make exploratory observations using their senses **Processing and analyzing data and information** • Experience and interpret the local environment • Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge • Discuss observations • Represent observations and ideas by drawing charts and simple pictographs **Applying and innovating** • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Share observations and ideas orally • Express and reflect on personal experiences of place

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 3 What should Ember and her friends do during their community clean-up day?	**Social Studies K**	Rights, roles, and responsibilities shape our identity and help us build healthy relationships.	• Rights, roles, and responsibilities of individuals and groups	• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Explain the significance of personal or local events, objects, people, or places (significance) • Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) • Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change) • Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence)

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 3 What should Ember and her friends do during their community clean-up day?	**Grade 1 Social Studies**	Our rights, roles, and responsibilities are important for building strong communities.	• Healthy communities recognize and respect the diversity of individuals and care for the local environment. • We shape the local environment, and the local environment shapes who we are and how we live.	• Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions • Explain the significance of personal or local events, objects, people, or places (significance) • Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) • Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change) • Recognize causes and consequences of events, decisions, or developments in their lives (cause and consequence) • Explore different perspectives on people, places, issues, or events in their lives (perspective)



FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 3 What should Ember and her friends do during their community clean-up day?	**K, Grade 1 English Language Arts**	Stories and other texts can be shared through pictures and words.	• Story • Strategies and processes • Language features, structures, and conventions	**Comprehend and connect (reading, listening, viewing)** • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Explore foundational concepts of print, oral, and visual texts • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Recognize the importance of story in personal, family, and community identity • Use personal experience and knowledge to connect to stories and other texts to make meaning • Recognize the structure of story **Create and communicate (writing, speaking, representing)** • Exchange ideas and perspectives to build shared understanding • Use language to identify, create, and share ideas, feelings, opinions, and preferences • Create stories and other texts to deepen awareness of self, family, and community • Plan and create stories and other texts for different purposes and audiences • Explore oral storytelling processes

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 4 What is the main idea from the story?	**K, Grade 1 English Language Arts**	• Stories and other texts can be shared through pictures and words. • Curiosity and wonder lead us to new discoveries about ourselves and the world around us.	• Story • Strategies and processes • Language features, structures, and conventions	**Comprehend and connect (reading, listening, viewing)** • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Explore foundational concepts of print, oral, and visual texts • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Recognize the importance of story in personal, family, and community identity • Use personal experience and knowledge to connect to stories and other texts to make meaning • Recognize the structure of story **Create and communicate (writing, speaking, representing)** • Exchange ideas and perspectives to build shared understanding • Use language to identify, create, and share ideas, feelings, opinions, and preferences • Create stories and other texts to deepen awareness of self, family, and community • Plan and create stories and other texts for different purposes and audiences • Explore oral storytelling processes

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 5 What does a FireSmart home look like?	**K Science**	Humans interact with matter every day through familiar materials.	• properties of familiar materials • living things make changes to accommodate daily and seasonal cycles	**Questioning and predicting** • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask simple questions about familiar objects and events **Planning and conducting** • Make exploratory observations using their senses **Processing and analyzing data and information** • Experience and interpret the local environment • Discuss observations • Represent observations and ideas by drawing charts and simple pictographs **Applying and innovating** • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Share observations and ideas orally • Express and reflect on personal experiences of place

FireSmart BC lesson Grades k-3	Course	Big Ideas	Content Standards	Curricular Competencies
Lesson 5 What does a FireSmart home look like?	**Grade 1 Science**	Matter is useful because of its properties.	• Specific properties of materials allow us to use them in different ways	**Questioning and predicting** • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask simple questions about familiar objects and events **Planning and conducting** • Make exploratory observations using their senses **Processing and analyzing data and information** • Experience and interpret the local environment • Discuss observations • Represent observations and ideas by drawing charts and simple pictographs **Applying and innovating** • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Share observations and ideas orally • Express and reflect on personal experiences of place

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Lesson 5 What does a FireSmart home look like?	**Grade 1 Science**	Matter is useful because of its properties.	• Specific properties of materials allow us to use them in different ways	**Questioning and predicting** • Demonstrate curiosity and a sense of wonder about the world • Observe objects and events in familiar contexts • Ask simple questions about familiar objects and events **Planning and conducting** • Make exploratory observations using their senses **Processing and analyzing data and information** • Experience and interpret the local environment • Discuss observations • Represent observations and ideas by drawing charts and simple pictographs **Applying and innovating** • Take part in caring for self, family, classroom and school through personal approaches • Transfer and apply learning to new situations • Generate and introduce new or refined ideas when problem solving **Communicating** • Share observations and ideas orally • Express and reflect on personal experiences of place