

CONNECTIONS TO SERVICE IN THE CURRICULUM - YEAR 3 (GRADE 8)

SUBJECT GROUP	UNIT TITLE	Learning Activities <i>(discussions, readings, investigations, guest speakers, videos, etc. that are already happening or could happen)</i>	Type of Service	LOCAL ORGANIZATIONS <i>(where applicable)</i>
ARTS	Art Frameworks & Representations: <i>Abstract Emotions</i>	Unit on drawing intangibles (Abstraction/Design) as an outlet for communicating about emotions and mental states. Discussion: How can we use art to represent feelings we can't express or are unable to? How can we use art as a mental health outlet? What are some of the support networks available to youth in our community and how can visual arts be connected to these opportunities?	Advocacy/Research	Canadian Mental Health Association Mood Disorders Association of BC BC Crisis Centre
	Art Frameworks & Representations: <i>Lucky Star</i>	Students learn how to make lucky stars with paper. Discussion: How can we use art to improve the lives of others? Students are encouraged to make stars and place them in their community to spread joy.	Direct	
	Drama: <i>Building the Collective</i>	As students complete their classroom tour and learn about lighting and sound boards, teachers encourage interested students to join theatre tech team volunteer opportunities.	Direct	Rockridge School Events (Symposium, Rock Talks, etc.)
	Band: <i>Start at the Beginning</i>	Discussion: What is involved in a performance? How can music enrich a community? Activities: Students perform a concert for others, set up the space in preparation for the audience (chairs, music equipment, programs, sound, lights), and put everything away after the performance to the music room.	Direct	
DESIGN	Textiles: <i>Making Stuff from Scratch</i>	Discussion: What is upcycling? Why is it beneficial to upcycle? Activity: Watch <i>Zero Waste Daniel</i> , then research current events that involve textiles waste etc. Activity: Research different upcycling projects (e.x.turn jeans into a purse); then students create their own upcycled project	Research & Direct	Recycling Drives, School Environment Club Salvation Army The Pad Project
	IT: <i>Digital Citizenship</i>	Discussion: Current events that involve interactions with technology, online marketplaces, changing digital law, new digital platforms, rules, health and wellness practices etc. Guest Speakers: Jesse Miller (Mediated Reality) Activity: Identify the nature of problems most encountered by citizens, businesses, countries, and the world under a given Element of Digital Citizenship, and outline existing and novel professional and global solutions. Student Elaborations: Students may consider and troubleshoot ergonomic problems existing in local spaces. Students may survey peers about screen time, learning time for new technologies, knowledge of local and global digital law. Students may evaluate the transparency/ethicacy of given digital marketplaces	Direct Advocacy/Research	
INDIVIDUALS & SOCIETIES	Religion	Activity: Students create a PSA promoting Religious understanding in which they describe how to react to intolerance/discrimination	Advocacy	
	Renaissance	Discussion: the tenets of Humanism and resulting shifts in our contemporary world. Activities: Students watch videos and debates on various topics related to morality and "progress".	Indirect/ Direct	Humanist Society School Debate Club
	Age of Exploration	Activities: students read about and watch videos on the consequences of exploration, focusing on various points of European contact in North, South, and Central America. Students produce an infographic that depicts the information and the consequences for Indigenous populations after contact with Europeans.	Research(Advocacy)	Royal BC Museum UBC Museum of Anthropology
	World Religions <i>(israel-Palestine Conflict)</i>	Activity: Non-Profit Pitch - students research a contemporary issue that is fuelled by territorial and religious tensions and suggest a non-profit organization that could provide a solution	Advocacy / Research	BCCLA: British Columbia Civil Liberties Association
LANGUAGE & LITERATURE	"The Outsiders"	Students learn about the cycle of poverty - locally, provincially, nationally, internationally Students research into poverty in Vancouver and Canada Students complete service for Covenant House	Indirect Research Direct	Covenant House Backpacks Admiral Seymour Elementary PJ Drive
	Poetry	Students study nature poetry, then write nature journals. Afterwards, classes take nature walks and pick up litter. Students discuss the concept of "leave no trace" and global warming and local organizations that are working around these issues.	Direct	School Environment Club Lower Mainland Green Team (removal of invasive species)

LANGUAGE ACQUISITION	French 8: <i>Faisons Connaissance</i>	Discussion: What does it mean to be a responsible member of a community? *In Development*:: Coordinated “buddy” volunteering opportunity for students in French and Spanish classes to connect with French and Spanish speaking ELL students; (show students around Vancouver/support transition to new city & culture)?	Indirect	School Umoyo & Kanata Clubs School District International Student Office
	Spanish 8: <i>How, from whom and with whom do I learn?</i>	Discussion: What is considered respectful, considerate behaviour in various cultures? How does this translate to our school? How can we show respect and appreciation for others?. For example: keeping desks cleaned, being mindful of recycling and discarding garbage appropriately.	Indirect	School Environment Club
MATHEMATICS	Spatial Sense	Great Garbage Vortex (end of unit investigation) Students research: where the Great Pacific Garbage Patch is, how it is formed, Students calculate: size of patch, volume of garbage and efforts to clean it up Students develop: ideas for prevention/clean up	Research & Indirect	Global (4Ocean , Oceana , 5 Gyres) Local (Oceanwise , Living Oceans , the Great Canadian Shoreline Cleanup , Surfriders Vancouver)
	Statistics & Probability	Carnival Games (end of unit project) Students create games of chance to be played, host “class carnival” and raise funds for a charity of their choice	Direct	Various - Students decide per class what charity organization they want to raise money for
PHYSICAL & HEALTH EDUCATION	Creating & Using Space	Students learn about the elements of organized sport (officiating, coaching, managing) throughout the unit and explore local opportunities to get involved in sports administration	Indirect	Local sport clubs & officiating courses School Athletics Office
	Striking	Students learn how to scorekeep a volleyball game and discuss scorekeeping opportunities for different school sports	Indirect	Volleyball BC School Athletics Office
SCIENCES	Optics	During vision disorders jigsaw, students have a discussion/video about impacts of Vision Impairment & local organizations	Indirect	CNIB Seva Canada
	Cells & Immunology	Antibiotics & Vaccine Lesson - discuss global access to medicines, overuse of antibiotics & local campaigns Outbreaks/Epidemics/Pandemics Lesson - Read article & discuss racism toward communities during outbreaks (e.x. Asian community & COVID-19) Pacific Northwest Pathogen Lesson - Discussion on strategies to promote awareness of safe practices to prevent pathogen infection during outdoor activities; students create poster to spread to wider audience	Indirect Research/Indirect Advocacy	BC CDC - Do Bugs Need Drugs? UNICEF Immunization Program

CONNECTIONS TO SERVICE IN THE CURRICULUM - YEAR 4 (GRADE 9)

SUBJECT GROUP	UNIT TITLE	Learning Activities <i>(discussions, readings, investigations, guest speakers, videos, etc. that are already happening or could happen)</i>	Type of Service	LOCAL ORGANIZATIONS <i>(where applicable)</i>
ARTS	Drama: <i>Improvisation; Scripted Scenes</i>	As students learn about the elements of improv and scripted performances, Discussion: Volunteer opportunities in leadership at the CIG Improv Camp in the summer on Gambier Discussion: Volunteer opportunities at the Harmony Arts Festival, Theatre Under the Stars, or Bard on the Beach	Indirect	Canadian Improv Games , Harmony Arts Festival , Theatre Under the Stars , Bard on the Beach
	Film: <i>Film Viewing</i> (*proposed unit*)	Activity: Watch film(s) involving Time Travel Discussion: How will our actions in the present-day impact our futures? Relate this discussion to the students' impact on the future of the environment. (E.g. reflect on personal carbon footprint, use of single-use plastics, etc.)	Indirect	Recycling Drives, School Environment Club Salvation Army The Pad Project
	Film: <i>Creative Film</i> (*proposed unit*)	Activity: Students make Creative Film answering the question “what would life be like without the internet?” Discussion: importance of genuine personal connections, and caring for others (including environment) in your daily life. (Family, community members, etc.); Continue reflection of environmental impact from the previous unit. Extension: Encourage students to submit their films to the West Van Student Film Contest (2020 theme: reducing single-use plastics).	Indirect/Advocacy	West Vancouver Seniors Activity Centre West Vancouver Parks & Recreation
	Media Arts: <i>Typography; Design Layout</i>	Activity: Students learn how to make logos using Illustrator, then discuss how they can use this skill to create logos for others (e.x. Service organizations, school clubs) that incorporate community values and messaging Activity: Students learn how to make even posters using InDesign, then discuss how they can use this skill to share messaging for others (e.x. Service organizations, school clubs)	Indirect	
DESIGN	Textiles: <i>Upcycling</i>	Discussion: How can we minimize the impact of textile waste in our own lives? Why is it important to recycle and reuse materials? What is upcycling? Activity: Students Watch CBC Market Place on Textiles Waste, then design and create your own upcycled project	Direct & Research	Recycling Drives, School Environment Club Salvation Army The Pad Project
	Foods: <i>Food Systems</i>	Discussion: How do consumer choices impact the sustainability of our society? Should consumers practice sustainable food choices? Activities: <ul style="list-style-type: none"> - Students watch the documentary “Food Inc.” and engage in discussion around questions like “Do animals have the right to a certain quality of life?” and “Do people have the right to know what is in their food?” - Students prepare recipes that require them to practice one or more sustainable consumer choices. They cook with kindergarteners from a feeder school who have grown their own potatoes - Students attend a field trip to a local vegan restaurant to explore sustainable business models - Students listen to a local First Nations guest speaker who shares sustainable food practices of her Nation Final Assessment Task: students design a vegetarian meal that includes at least 2 recipes and multiple sustainable consumer choices	Indirect & Direct	BCLocalRoot.ca (a project of Good to Grow, Bowen Island Agricultural Alliance , CapilanoU Sustainability Program , North Van Living City , CLUCK North Vancouver , District of NV Food and Sustainable Food Systems , Edible Garden Project , Good to Grow , Harmony Gardens – Humulchs'n , Life Space Gardens , North Shore Commissary Kitchen , North Shore Community Garden Society , Sea to Sky Soils , Quest Food Exchange
	Design Technology: <i>Sustainability</i> (*proposed unit*)	Discussion: How can we sustainably support biodiversity in Design class? Readings: Read about threats to Canada’s bat populations to better understand how our actions impact the environment Activity: Gather materials from inside our classroom (ie scrap-wood bin) and beyond. Assemble recycled materials into a bat house.	Direct	CWF Rockridge Environment Club West Van Streamkeepers Society
INDIVIDUALS & SOCIETIES	American Revolution	Activity: Students watch “The Book of Negroes” series and learn about/discuss historic and modern slavery Assessment: Students produce presentations on modern day slavery (child labour, human trafficking, etc)	Indirect	CNN Freedom Project Beyond Borders (ECPAT CANADA) MPAHT
	Emergence of Canada as a Nation State	Activity: Students discuss colonization and the historical injustices against Indigenous Peoples by the government of Canada and Anglican Church since 1871 through treaties, laws, and residential schools.	Indirect	Reconciliation Canada , Downie Wenjack Foundation , Urban Native Youth Association , Indspire , Moosehide Campaign , Indian Residential School Survivor Society , Cheakamus Centre , Vancouver Aboriginal Friendship Centre
	French Revolution	Discussion: Students compare The Rights of Man and Citizen vs. the Charter of Rights and Freedoms Activity: Students are encouraged to attend a rally/protest for the rights and freedoms of a specific group	Indirect Direct	Student Vote Contacting MPs and MLAs
	Elections (on election years)	Activity: Students research election issues (climate change, immigration, natural resources, etc.), then write to local candidates expressing concerns they want addressed. Students watch and submit questions to local candidate debates, support Student Vote	Research, Indirect, Direct, Advocacy	Various Political Parties Student Vote

LANGUAGE & LITERATURE	Creative Writing: PSAs	Activity: Students choose a local or global concern/issue, research the issue, then create a PSA video that is shared with their class	Advocacy	
	Outdoor Preparedness & Survival (IDU)	Discussion: Students discuss “leave no trace” and reducing environmental impacts prior to their field trip to a local mountain hike Assessment: Students create an infographic on outdoor preparedness and include elements of environmental protection	Indirect/Advocacy	BC Nature , Cool Neighbours - North Shore , Seymour Salmonid Society , The Future Of Howe Sound Society , West Vancouver Streamkeepers
LANGUAGE ACQUISITION	My Restaurant (Fr)/ What Are You Going to Eat? (Sp)	Activity: Students research typical hispanic/francophone dishes and Discussion: Classes discuss how diet changes based on socioeconomic status, and connect this to local communities	Indirect	Food Bank , Harvest Project , North Shore Meals on Wheels , School Kanata & Backpack Buddy Clubs
	Sports & Leisure (Fr)	Discussion: How do extracurricular activities shape communities? How do they contribute to the well being of self and others? Students are encouraged to volunteer with extracurricular activities at the school such as scorekeeping, etc.	Indirect	School Athletics Office
	Sentences: <i>Gathering Information</i> (Jp)	Activity: students learn about the Tanka, a way to greet others and wish them well or pay respect. Students are encouraged to send a Tanka to greet others in their communities.	Indirect	School Kanata Club, School Umoyo Club
MATHEMATICS	Numbers	Activity: Students are introduced to the concept of “Pay it Forward” (completing random acts of kindness and then asking recipients to continue moving the acts of kindness forward). Students examine patterns of exponential growth and design their own random act of kindness project to ‘pay it forward’ themselves.	Direct	The Human Kindness Project Pay it Forward Do1Give
	Finance/Outdoor Preparedness & Survival (IDU)	Discussion: Students discuss “leave no trace” and reducing environmental impacts prior to their field trip to a local mountain hike Assessment: Students research, collect & analyze data on the impact of 200 students on a particular location and its sustainability	Indirect/Research	Leave No Trace Canada School Environment Club
PHYSICAL & HEALTH EDUCATION	Outdoor Preparedness & Survival (IDU)	Discussion: Students discuss “leave no trace” and outdoor safety prior to their field trip to a local mountain hike Activity: Students hear from guest speakers of North Shore Rescue & Adventure Smart about being safe in the wilderness and how to get involved/spread information about outdoor safety	Indirect	North Shore Search & Rescue Adventure Smart
	Creating & Using Space; Striking	Students learn about the elements of organized sport (officiating, coaching, managing) throughout the unit and explore local opportunities to get involved in sports administration Students learn how to scorekeep volleyball & baseball games and discuss scorekeeping opportunities for different school sports	Indirect	Local sport clubs & officiating courses School Athletics Office Volleyball BC ; Baseball BC ; Softball BC
	Safety, Body & Mind	Activity: Students hear from speakers of mental health organizations such as Safeteen, North Shore Schizophrenia Society, YouthCo. and consider the factors that are positively associated with mental and physical well-being.	Indirect	North Shore Schizophrenia Society , YouthCo , Safeteen
SCIENCES	Article Analysis (throughout all units)	Activity: In groups, students brainstorm examples of scientific solutions to world problems in preparation for their article analysis assessment (e.g. how purification can be used to help under-served communities, ocean clean-up, golden rice, crop rotation, etc.) Activity: In their article analysis presentations, students share public service organizations related to their topic of choice	Indirect	
	Cycling of Matter & Energy	Assessment: Students complete an eco-tourism project that examines a local or global park. They explore invasive species threatening the area, environmental standards, sustainable park design, etc.	Indirect	Stanley Park Ecological Society , Invasive Species Council of BC , BC Parks ,
	Electricity Generation & Consumption	Activity: Students invent and/or create an “electronic wearable” that services some societal need (e.x. safety, health care) and discuss how scientific innovation can address local and global needs	Indirect	

CONNECTIONS TO SERVICE IN THE CURRICULUM - YEAR 5 (GRADE 10)

SUBJECT GROUP	UNIT TITLE	Learning Activities <i>(discussions, readings, investigations, guest speakers, videos, etc. that are already happening or could happen)</i>	Type of Service	LOCAL ORGANIZATIONS <i>(where applicable)</i>
ARTS	Drama: <i>Improvisation; Scripted Scenes</i>	As students learn about the elements of improv and scripted performances, Discussion: Volunteer opportunities in leadership at the CIG Improv Camp in the summer on Gambier Discussion: Volunteer opportunities at the Harmony Arts Festival, Theatre Under the Stars, or Bard on the Beach	Indirect	Canadian Improv Games , Harmony Arts Festival , Theatre Under the Stars , Bard on the Beach
	Guitar: <i>Influential Artists Through the Decades</i>	Discussion: How is music impacted by/how does music impact events throughout history? How can music be used to enact change? Activity: Students explore contributions of artists from a variety of genres, communities, and places in a given decade and look at the influences of/on major events that occurred during that time period. Students are encouraged to consider the ways in which the arts can contribute to or spark change on a large scale.	Indirect	
DESIGN	Design Technology: <i>Sustainability (*proposed unit*)</i>	Discussion: How can we sustainably support biodiversity in Design class? Readings: Read about local bird populations and consider ways in which students can apply their Design knowledge to support nesting of beneficial, native species of birds. Activity: Gather materials from inside our classroom (ie scrap-wood bin) and beyond. Assemble recycled materials into a bird house.	Direct/Research	CWF ; Wildlife Rescue BC , Birds Canada , IBA Canada , Rockridge Environment Club , West Van Streamkeepers Society , Vancouver Bird Strategy
INDIVIDUALS & SOCIETIES	Cold War: Vietnam Refugee Crisis	Activity: During a grade-wide model UN simulation, students create and vote on a resolution related to the Vietnam Refugee Crisis, then discuss how the facets of this issue relate to other historical/current refugee scenarios	Research/Indirect	ISS of BC Metro Vancouver Refugee Response Team
	Historical Injustices	Activity: Students generate criteria for a “historical injustice”, research possible cases of Historical Injustices in Canada, then apply their criteria to a specific case and present an evaluation. Classes then discuss current events and whether or not they might be classified as historical injustices in the future. Optional Extension: Students may interview community members that have experienced a historical injustice	Research/Indirect	Nikkei Place Foundation , Moosehide Campaign , Indian Residential School Survivor Society
	WWI & WWII	Discussion: Students explore types of propaganda and persuasive techniques used on societies during global conflict. Activity: Students create “propaganda” posters to put up throughout the school to promote positive change (e.x. Don’t litter)	Direct	
	Model Parliament	Activity: In classes or as an entire grade, students engage in a Model Parliament in which they join parties, draft bills, and debate on/vote on those bills. Bills are related to discussions around social and political changes and current movements in society.	Research, Indirect	Student Vote ; Contacting MPs and MLAs ; Organizations that support motions
	Elections (on election years)	Activity: Students research election issues (climate change, immigration, natural resources, etc.), then write to local candidates expressing concerns they want addressed. Students watch and submit questions to local candidate debates, support Student Vote	Research, Indirect, Direct, Advocacy	Various Political Parties Student Vote
LANGUAGE & LITERATURE	Reconciliation <i>(*proposed unit*)</i>	As a certified Legacy school with the Downie-Wenjack Foundation, English teachers use a resource guide that is designed to expose students to the history of Indian Residential Schools in Canada and empower them to take positive change toward Reconciliation. Activities include novel studies of Indigenous Authors, Guest Speakers, Fundraising & Advocacy Walks.	Research, Direct	Reconciliation Canada , Downie Wenjack Foundation , Urban Native Youth Association , Indspire , Moosehide Campaign , Indian Residential School Survivor Society , Vancouver Aboriginal Friendship Centre
LANGUAGE ACQUISITION	La escuela ideal (Sp)	Discussion: Students discuss the elements of their “ideal school” and explore changes they would make and why. They also discuss the realities of schools and students of different socioeconomic status (particularly in Latin America) and brainstorm ways to help those students have their “ideal school”.	Indirect	Food Bank , Harvest Project , School Kanata & Backpack Buddy Clubs School PJ Drive
	"Bonnes Vacances" (Fr)	Discussion: As students explore concepts of travelling abroad, they discuss the implications of travel on local communities and environments. They are encouraged to reflect on ways to be a responsible and reflective tourist/visitor/traveler.	Indirect	Ecotourism: Maple Leaf Adventures Habitat for Humanity ; Responsible Travel

MATHEMATICS	Functions & Relations	<p>Activity: Students explore various graphs and look at how every graph tells a story and how variables can be used to make predictions about the future. Students explore global stats such as the world-wide impact and spread of COVID-19 among countries, industries, and local municipalities and discuss actions that can be taken to mitigate negative relationships.</p> <p>Activity: Students use linear equations and rates/ratios to compare fuel efficiency of different cars and discuss how fossil fuel emissions impacts the environment</p>	Indirect	<p>Ministry of Transportation City of Vancouver Natural Resources Canada</p>
	Linear Equations	<p>Activity: Students investigate slope and line segments in architectural design and look at accessibility features (e.x. Wheelchair ramps) of buildings. They then discuss how these features differ in different parts of the world (e.x. Wheelchair access in Canada vs. Thailand or Malaysia)</p>	Indirect	
PHYSICAL & HEALTH EDUCATION	Creating & Using Space	Students learn about the elements of organized sport (officiating, coaching, managing) throughout the unit and explore local opportunities to get involved in sports administration	Indirect	<p>Local sport clubs & officiating courses School Athletics Office</p>
	Lifelong Health; Let's Play	Students discuss the ways in which they can support access to physical activity for all community members, and design PHE games for incoming grade 7 students to play during their school orientation.	Indirect & Direct	<p>UBC Active Kids, Sportability BC, SportBC Promotion Plus, KidSport BC, BC Special Olympics, BC Games</p>
	Striking	Students learn how to scorekeep a volleyball and badminton game and discuss scorekeeping opportunities for different school sports and community events (such as the feeder elementary school volleyball tournament)	Indirect & Direct	<p>Volleyball BC; Badminton BC School Athletics Office</p>
SCIENCES	Genetics	<p>Activity: Students complete a blood typing lab and explore the genetic factors related to varying proportions of different blood types in a population, then discuss the importance of blood donation.</p> <p>Discussion: Students discuss the genetic components of "race" (i.e. we're all human) and social issues/discrimination/racism</p>	Indirect	<p>Canadian Blood Services</p>
	Energetics	Students explore different energy sources (fossil fuel, nuclear, solar, wind, etc.) and discuss environmental impacts, health risks (e.x. Radiation poisoning, safe disposal of waste) and societal implications	Indirect	<p>Canadian Cancer Society Canadian Government: Radon</p>