

Garry Oak Ecosystem

Grade 6-8

The Garry Oak Ecosystems program allows participants the chance to connect with this vital, unique, and endangered ecosystem found in their backyard. Oak-camas meadows are rich in biodiversity and cultural significance. Participants will learn about biotic and abiotic features, as well as native species that can be found in this ecosystem. They will learn about the Indigenous uses and historical significance, of the plants in these meadows, and explore human-ecosystem interactions.

PROGRAM HIGHLIGHTS

- Learn about the different components of an ecosystem and ones that are unique to Garry oak ecosystems
- Connect with the Garry oak ecosystem through activities and stories. Learn about the Indigenous history of Oak-camas ecosystems, including prescribed burning and camas cultivation
- Identifying species from the Garry oak ecosystem through a seasonally focused ecosystem scavenger hunt
- Students will explore human-ecosystem interactions, from the influence of development and pollution to restoration

This program occurs entirely outdoors, please dress appropriately for the weather.

PROGRAM THEMES

- Recognize the key characteristics of Garry oak ecosystems
- Create relationship to the ecosystem – including its inhabitants and histories
- Develop ways to be better stewards of Garry oak ecosystems
- Garry oak ecosystems are cultural and ecologically important because of their ability to host complex, diverse, and interconnected relationships
- They are also at high risk due to habitat loss, climate change, invasive species encroachment, and fire suppression

SAMPLE CURRICULAR CONNECTIONS

Science:

- Grade 6 - Identify First Peoples perspectives and knowledge as sources of information
- Grade 6 - Contribute to care for self, others, and community through personal or collaborative approaches
- Grade 7 – Evolution by natural selection provides an explanation for the diversity and survival of living things
- Grade 8 – Characteristics of Life: Living things respire, grow, take in nutrients, produce waste, respond to stimuli, and reproduce; there is debate as to whether or not to classify viruses as living things

Social Studies:

- Grade 6 – Economic self-interest can be a significant cause of conflict among people and governments
- Grade 6 – Complex global problems require international co-operation to make difficult choices for the future
- Grade 6 - The urbanization and migration of people
- Grade 7 - Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)
- Grade 8 - Human and environmental factors shape changes in population and living standards.
- Grade 8 - Exploration, expansion, and colonization had varying consequences for different groups.