

Grade 2 Science and Technology–Understanding Life Systems: Growth and Changes in Animals Unit Curriculum and Assessment Plan

Unit/Strand: Habitats and Communities		Focus for Learning:
Fundamental Concepts Structure and Function Sustainability and Stewardship	Big Ideas Animals have distinct characteristics (2 & 3) Humans are animals (1,2, & 3) There are similarities and differences among different kinds of animals (2) Humans need to protect animals and the places where they live (1)	Title/Description of Culminating Activity: The focus of the grade two Science and Technology curriculum is investigating the distinct characteristics of animals related to appearance, behaviour, growth, and change. It is important for students to study the similarities and differences among the various animals. Students will also look at the ways in which human activities have an impact on specific animals and their survival as well as ways in which the animals' environment has an impact on their development. We demonstrate this through initial think, pair, share opportunities drawing out prior knowledge, conducting observations in natural settings, exercising role playing activities initiating inquiry based questions and discussion, performing hands on investigation in a woodlot, and concluding with non-fiction writing opportunities to solidify learning experiences. Essential Skills: <ul style="list-style-type: none"> • Non fiction writing • Identification skills/Classification skills • Physical Participation • Group Work
Enabling and/or Assessment Tasks		
Learning Habits: Group Work Problem Solving Cooperation	Title: Sorting Animals Diagnostic/Formative: D/F Write/Say/Do: D	Curriculum Outcomes/Standards: DEMONSTRATING <ul style="list-style-type: none"> • 2.2 Observe and compare the physical characteristics and behavioural characteristics of a variety of animals, including insects, using student generated questions and a variety of methods and resources
Learning Habits: Independent Work Problem Solving Cooperation	Title: Active Investigation Diagnostic/Formative: F Write/Say/Do: W/D	Curriculum Outcomes/Standards: DEMONSTRATING <ul style="list-style-type: none"> • 2.5 Investigate the ways in which a variety of animals adapt to their environment and/or to changes in their environment, using various methods
Learning Habits: Group Work Problem Solving Cooperation	Title: Continuing Investigations Diagnostic/Formative: D Write/Say/Do: S/D	Curriculum Outcomes/Standards: DEMONSTRATING <ul style="list-style-type: none"> • 1.2 identify the positive and negative impacts that different kinds of human activity have on animals and where they live , form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced.
Learning Habits: Group Work Problem Solving Cooperation	Title: Making Connections Diagnostic/Formative: D Write/Say/Do: S/D	Curriculum Outcomes/Standards: COMMUNICATING/CONNECTING <ul style="list-style-type: none"> • 3.2 describe an adaptation as a characteristic body part, shape or behaviour that helps a plant or animal survive in its environment
Learning Habits: Initiative Cooperation	Title: Choice Board Diagnostic/Formative: Write/Say/Do: W/S/D	Curriculum Outcomes/Standards: COMPARING/CONNECTING <ul style="list-style-type: none"> • See above Curriculum Standards

