

# Grade 4 Science and Technology–Understanding Life Systems: Habitats and Communities Unit Curriculum and Assessment Plan

Habitat Study:  
Looking at Patterns

Unit/Strand: Habitats and Communities		Focus for Learning:
<b>Fundamental Concepts</b> Systems and Interactions  Sustainability and Stewardship	<b>Big Ideas</b> Plants and animals are interdependent and are adapted to meet their needs from the resources available in their particular habitats ( <i>Overall Expectations 1, 2, &amp; 3</i> )  Changes to habitats (whether caused by natural or human means) can affect plants and animals and the relationships between them. ( <i>Overall expectations 2 and 3</i> )	<b>Title/Description of Culminating Activity:</b> Students will investigate two separate communities while actively comparing various habitats, focusing on patterns occurring in their observations.  <b>Essential Skills:</b> <ul style="list-style-type: none"> <li>• Non fiction writing</li> <li>• Identification skills/Classification skills</li> <li>• Physical Participation</li> <li>• Group Work</li> </ul>
Enabling and/or Assessment Tasks		
<b>Learning Habits:</b> Group Work Problem Solving Cooperation	<b>Title: Sorting Habitats</b> <b>Diagnostic/Formative: D/F</b> <b>Write/Say/Do: D</b>	<b>Curriculum Outcomes/Standards:</b> DEMONSTRATING <ul style="list-style-type: none"> <li>• 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life (e.g., food, water, air, space, and light)</li> </ul>
<b>Learning Habits:</b> Independent Work Problem Solving Cooperation	<b>Title: Visual/Auditory Mapping: Making Predictions</b> <b>Diagnostic/Formative: F</b> <b>Write/Say/Do: W/D</b>	<b>Curriculum Outcomes/Standards:</b> DEMONSTRATING <ul style="list-style-type: none"> <li>• 3.1 demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life (e.g., food, water, air, space, and light)</li> </ul>
<b>Learning Habits:</b> Group Work Problem Solving Cooperation	<b>Title: Comparing Habitats</b> <b>Diagnostic/Formative: D</b> <b>Write/Say/Do: W/S/D</b>	<b>Curriculum Outcomes/Standards:</b> DEMONSTRATING <ul style="list-style-type: none"> <li>• 3.3 identify factors (e.g., availability of water or food, amount of light, type of weather) that affect the ability of plants and animals to survive in a specific habitat</li> <li>• 3.4 demonstrate an understanding of a community as a group of interacting species sharing a common habitat (e.g., the life in a meadow or in a patch of forest)</li> </ul>
<b>Learning Habits:</b> Group Work Problem Solving Cooperation	<b>Title: Searching for Evidence</b> <b>Diagnostic/Formative: D</b> <b>Write/Say/Do: W/S/D</b>	<b>Curriculum Outcomes/Standards:</b> COMMUNICATING/CONNECTING <ul style="list-style-type: none"> <li>• 3.7 describe structural adaptations that allow plants and animals to survive in specific habitats (e.g., the thick stem of a cactus stores water for the plant; a duck's webbed feet allow it to move quickly and efficiently in water)</li> <li>• 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes</li> </ul>
<b>Learning Habits:</b> Initiative Cooperation	<b>Title: Comparative Study/RAFT</b> <b>Diagnostic/Formative:</b> <b>Write/Say/Do: W/S/D</b>	<b>Curriculum Outcomes/Standards:</b> COMPARING/CONNECTING <ul style="list-style-type: none"> <li>• See above Curriculum Standards</li> </ul>

