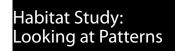
Grade 4 Science and Technology–Understanding Life Systems: Habitats and Communities Unit Curriculum and Assessment Plan



Unit/Strand: Habitats and Communities		Focus for Learning:
Fundemental Concepts Systems and Interactions Sustainability and Stewardship	Plants and animals are interdependent and are adapted to meet their needs from the resources available in their particular habitats (Overall Expectations 1, 2, & 3) Changes to habitats (whether caused by natural or human means) can affect plants and animals and the relationships between them. (Overall expectations 2 and 3)	Title/Description of Culminating Activity: Students will investigate two separate communities while actively comparing various habitats, focusing on patterns occurring in their observations. Essential Skills: Non ficition writing Identification skills/Classification skills Physical Partticipation Group Work
Enabling and/or Assessment Tasks		
Learning Habits: Group Work Problem Solving Cooperation	Title: Sorting Habitats Diagnostic/Formative: D/F Write/Say/Do: D	Curriculum Outcomes/Standards: DEMONSTRATING • 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)
Learning Habits: Independent Work Problem Solving Cooperation	Title: Visual/Auditory Mapping: Making Predictions Diagnostic/Formative: F Write/Say/Do: W/D	Curriculum Outcomes/Standards: DEMONSTRATING • 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)
Learning Habits: Group Work Problem Solving Cooperation	Title: Comparing Habitats Diagnostic/Formative: D Write/Say/Do: W/S/D	Curriculum Outcomes/Standards: DEMONSTRATING • 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 • 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)
Learning Habits: Group Work Problem Solving Cooperation	Title: Searching for Evidence Diagnostic/Formative: D Write/Say/Do: W/S/D	Curriculum Outcomes/Standards: COMMUNICATING/CONNECTING • 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) • 2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes
Learning Habits: Initiative Cooperation	Title: Comparative Study/RAFT Diagnostic/Formative: Write/Say/Do: W/S/D	Curriculum Outcomes/Standards: COMPARING/CONNECTING • See above Curriculum Standards



