

Science Unit Outline		
Theme: Community & Habitat		
IRP Prescribed Learning Outcomes:	<ul style="list-style-type: none"> - compare the structures and behaviours of local animals and plants in different habitats and communities - analyze simple food chains - determine how personal choices and actions have environmental consequences 	
Topic:	Activity:	Assessment
Introduction & Explore	<ul style="list-style-type: none"> - Introduce concept of habitats and diversity of habitats for different animals. - Start word wall with relatively simple vocabulary such as “habitat, predator, population, prey, organism” while polling class for more associated words (with additions to word wall as lessons progress). - Planet Earth “Seasonal Forests” Episode 10 viewing. (1.5 classes) - Fill out worksheet based on chronological order to keep focus on video. (1 class) 	Observation & Worksheet Rubric
Bees as Case Study	<ul style="list-style-type: none"> - Books set out along edge of classroom. - KWL (Know-wonder-learn) with class. - Expand word wall with further vocabulary: “community, food chain, herbivore, omnivore, carnivore, producer, consumer, scavenger”. - Worksheet on importance of bees to environment and dependence of humans and animals on bees. Use of books to gather information. (1 class) - Show an example food chain and have class analyze for key terms such as “producer, consumer, predator, prey, herbivore, etc”. Students construct food chain with bees as focus. Use computer research and library resources. (2 classes) - Investigate bee-keeping in detail. Short timeline/sequence of steps involved in bee-keeping. - Honey tasting “hook” activity. (1 class) 	Observation & Worksheet Completion
Bees Extension	<ul style="list-style-type: none"> - Expand word wall: “adaptation, conservation, threatened, endangered, extinct”. - Propose different scenarios with changes to environmental factors such as “area becomes a desert with no water, all trees in area are logged, humans hunt for food more, humans introduce a new animal which consumes most of the grass, etc.” Students write down responses in form of whether bee population is unchanged, threatened, endangered, or extinct as a result. After all the scenarios, students share responses with each other and then with class. 	Observation & Effort/Participation

	<ul style="list-style-type: none"> - Teacher discussion with class on impacts of each scenario. (1 class) - Making paper bees (1 class) 	
Diorama Project Intro	<ul style="list-style-type: none"> - Intro: explain what a diorama is. Show model to class. - Hand out criteria sheet. <ol style="list-style-type: none"> a. Shoebox-sized and show miniature habitat of animal/insect of choice. b. Can use paper, cardboard, pencil-crayons, real materials found from nature. c. Should be to scale. d. Include form of shelter, source of nutrients, source of water, 1 predator, 1 prey, general habitat of organism, etc. e. Assess on accuracy, completion of criteria, and aesthetics. - Research and choose an organism for each group of 2-3. (1 class) - Research in-depth information on chosen organism to satisfy criteria sheet. (1 class) - Propose different scenarios with changes to environmental factors such as “area becomes a desert with no water, all trees in area are logged, humans hunt for food more, humans introduce a new animal which consumes most of the grass, etc.” Students respond in their diorama groups on how this can affect their organism. Can be assessed via journal or verbal. (1 class) 	Observation & Diorama Rubric
Field Trip (UBC Farm & Pacific Spirit National Park)	<ul style="list-style-type: none"> - Identify possible sources of (water, nutrients, shelter, etc) at the bee hive. - Worksheet on forest habitat, field habitat, pond habitat. Identify how an object can be (food, shelter, predator, consumer, etc) in the forest. (Ex: Douglas Fir, Worms, etc) - Collect materials that can be used in diorama from the forest and fits into a small plastic bag. - Camouflage game. - (1 day) 	Observation, Participation & Worksheet Completion
Diorama Wrap-up	<ul style="list-style-type: none"> - Further research on organisms. (1 class) - Work on diorama in class. (2 classes) 	Observation
Conclusion	<ul style="list-style-type: none"> - Planet Earth “Pole to Pole” Episode 1 viewing. (1.5 classes) - Feedback on what was interesting, what was learned, what is still wondering. Compare habitat to forest that we visited on field trip. 	Observation & Participation