

Grade 4 Integrated Unit Plan
3 Lesson Plans
3 Assessment Tools

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Unit Title: If Animals Could Talk

Grade Level: 4

Subject/Topic Area: Science (life systems), Arts (drama/dance), Language (writing, reading, oral-visual communication)

Key Words: life-system; community; changing yourself; effective communication; advocacy

Unit Designer: Shawn Lajeunesse

Time Frame: 4 weeks

Link to Expectations (note: expectations are numbered according to the order they are found within the Ontario Curriculum documents, with the overall and specific being different sets)

Science/Technology:

- demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals (1)
- investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific habitat (2)
- describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats (3)

Drama/Dance

- demonstrate understanding of some of the principles involved in the structure of works in drama and dance (1)
- communicate, orally and in writing, their response to their own and others' work in drama and dance (3)
- identify and apply solutions to problems presented through drama and dance, and make appropriate decisions in large and small groups (4)

Reading

- read a variety of fiction and non-fiction materials for different purposes (1)

Writing

- communicate ideas and information for a variety of purposes and to specific audiences (1)
- produce pieces of writing using a variety of specific forms and materials from other media to enhance their writing (5)
- use correctly the conventions specified for this grade level (10)

Oral/Visual Communication

- contribute and work constructively in groups (5)
- demonstrate the ability to concentrate by identifying main points and staying on topic (6)

Brief Summary of Unit (including curriculum and unit goals)

Students will learn to think how they relate to others (plants, animals, other humans) in a community (habitat). They will study the various features of habitats, create food chains, and identify different roles within habitats. The students will begin to see themselves as part of a habitat, and to see how they effect habitats. They will learn how to be effective communicators of this knowledge. Students will learn how to write, research, orally and dramatically present information in the role of advocate. This will require them to be aware of the different ways to communicate, with particular emphasis being placed on how best to communicate to a particular audience. Learning experiences will be mostly in groups, and will include various teaching strategies to accommodate different learning styles.

Stage 1: Identify Desired Results

What enduring understandings are desired?

Students will understand that

- that the inhabitants of habitats depend on, interrelate with, and adapt to the habitat, and that any change in one part of the habitat will effect all of its inhabitants, often in destructive ways.
- that the accumulated efforts of all people changing their own behaviors can contribute to the preservation/conservation of habitats and their inhabitants.
- that to be good advocates for habitats and their inhabitants, they will have to use a variety of information sources, and depending on the audience, a variety of presentation methods

What essential questions will guide this unit and focus teaching and learning?

If animals could talk, how could we best use the information given to us by them to change our own behaviors to become good neighbors?

What effective types of communication could I use to advocate for animals and their habitats?

What key knowledge and skills will students acquire as a result of this unit?

(note: the numbers indicate the specific expectations in the order they are found within the Ontario Curriculum documents)

Students will know

- that a food chain is a system in which energy from the sun is transferred to animals
- that animals/plants live in specific habitats because they are dependent on, and have adapted to them
- the appropriate science, technology, and drama terminology
- that humans are dependent on plants and animals, and can affect the natural world
- that the loss of habitats has a great effect on plants and animals
- that the extinction of a species affects the rest of the natural community and humans
- the principles of variety and unity in drama productions
- that the elements of drama, oral skills, and writing work together to create an intended effect
- that analyzing the problems in drama, real life-settings, and research materials will increase their understanding of these works and the real world
- that research is important in producing effective dramatizations, oral presentations and writing
- that they can better develop opinions by

Students will be able to

- observe the various factors that affect plants and animals in a specific habitat
- classify organisms, and construct food chains
- describe the structural adaptations of plants and animals
- classify plants and animals that they have observed
- formulate questions about and identify the needs of animals and plants in a habitat
- describe their investigations, explorations, and observations, and communicate the procedures and results of investigations, using various modes of communication
- describe and interpret their own and others' work, using appropriate drama vocabulary
- control their voice and movement by using appropriate techniques
- demonstrate the ability to maintain concentration while in role
- use beginning research skills
- use a variety of sentence types, and choose words that are most effective for their purpose
- label and use pictures and diagrams
- use appropriate tone of voice and gestures in social and classroom activities (O3)
- listen to others and stay on topic in group discussion (O5)

reading a variety of materials -that using vocabulary from other subject areas enhances their work -that visual presentation, organization, and being focused enhances all types of communication	-use appropriate strategies to organize and carry out group projects (O6) - use of effective openings and closings in oral presentations (O2)

Stage 2 Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks (summarized)

1. Students will present an oral report to the class, with particular emphasis on the changes we could make as humans to better protect habitats. This presentation will be framed as advocacy to a general audience that wants to help but doesn't know how.
2. Students will write and perform a dramatic interview with an animal from their chosen habitat. This interview-drama will be framed as advocacy to a government that is not environmentally friendly. The components of the task will include the dramatic interview, as well as a research paper on the habitat.

OTHER EVIDENCE: Quizzes, Tests, Prompts, and Work Samples (summarized)

- 1- diagnostic KWL chart about habitats, communities, human influences on these (S)
- 2- diagnostic self-assessment regarding student's awareness of how their daily practices influence the environment. To be given at the beginning and the end of the unit (S)
- 3- twice a week reflections in science journals about the report/project (S)
- 4- multiple choice quiz on different types of habitats, their features, and terminology (S)
- 5- short answer test about various animals, and explanations as to how they know this (adaptations) (S)
- 6- practice with openings and closings in speaking (O)
- 7- written and oral responses to drama videos (2 separate times) (D)
- 8- teacher anecdotal notes to drama techniques (cumulative over the unit) (D)
- 9- writing practice sheets rewording sentences to create more varied types (W)
- 10- writing exercises about animals (camouflage writing) (W)
- 11- fill in the blank habitat-work sheets (S)
- 12- recording sheets for observations outside (S)
- 13- match the adaptation to the animal/habitat puzzles (S)
- 14- given a habitat, create an imaginary animal (S)

Unprompted Evidence (observation, dialogues, etc.) Student Self-Assessment

-There will be written responses and suggestions to the journal readings. Students will be expected to take suggestions into consideration. Should students be having great difficulty in one area during the completion of the three projects, one-to-one assistance will be made available.

-There will be one-to-one conferencing at least twice before completion of the unit.

- students will do reflections in a science journal twice a week to consider the issues they are facing in all facets of the project, including group work, research, oral presentation issues, writing, and drama presentation.

- the students will assess their own environmental friendliness on a ratings scale both before and after the unit.

Differentiation

Size: the student may write a shorter portion of their section of the project.

Time: the final oral presentation could be given at a later date if necessary

Level of Support: when guest speakers come, have them work with the student; respond with more specific suggestions in science journals

Input: provide the class notes to the student

Difficulty: have the student present generalized as opposed to specific changes that people could make in their lives; these would not necessarily have to be connected to their research/habitat

Output: students may present their report in oral or visual (graphic organizer) form; gifted students could present an additional interview in which humans explain the repercussions of changes to their behavior (job loss, dislocation)

Participation: the student may not need to present orally, or be involved orally in the drama presentation. The student could write a shorter report, or assist one other student in theirs.

Alternate Expectations: the student does not have to infer the habitat from the adaptation. Willing students could write a story about their chosen habitat, using the “good neighbor” theme as a base.

Parallel/Alternative Curriculum: student gets to choose which animal they will do research on, and the teacher will provide assistance in finding an appropriate reading level text.

Materials and Resources

- internet access to sites about this topic
- both fiction and non-fiction books, articles, magazines, etc. will be available in the class library for referencing
- poems, stories, movies about living in harmony with nature will be presented
- appropriate software about life-systems (e.g., a software program that simulates a specific environment to track the effects of the loss of a plant species)
- video cameras will be made available to record their interviews

Field Trips/Guests

- the class will take at least one field trip either on or off campus to explore a local habitat
- an expert on the habitat of the local community will be brought in to speak with the class
- an expert on environmental tips, how to change your life will be brought in to speak with the class

Teaching Strategies:	Assessment: Diagnostic	Formative	Summative
<p><i>X <u>Whole group</u></i></p> <p><i>X <u>Small group</u></i></p> <p><i>X <u>Individual</u></i></p> <p><i>X <u>Co-operative Learning</u></i></p> <p>Centers</p>	<p>Observation</p> <p>Anecdotal notes</p> <p>Interview</p> <p>Conferences</p> <p>Inventory/survey</p> <p>Test/quiz</p> <p><i>X <u>Questionnaires</u></i></p> <p><i>X <u>KWL</u></i></p>	<p><i>X <u>Observation</u></i></p> <p><i>X <u>Anecdotal notes</u></i></p> <p><i>X <u>Work samples</u></i></p> <p><i>X <u>Test/Quiz</u></i></p> <p><i>X <u>Checklist</u></i></p> <p>Conference</p> <p>Peer-assessment</p> <p>Self-assessment</p> <p>Rubric</p>	<p>Portfolio</p> <p>Unit test</p> <p><i>X <u>Self-assessment</u></i></p> <p><i>X <u>Peer-assessment</u></i></p> <p>Final reflection</p> <p>Speeches</p> <p><i>X <u>Projects</u></i></p> <p><i>X <u>Presentations</u></i></p> <p><i>X <u>Rubric</u></i></p>

Stage 2 Performance Task Blueprint #1

Task Title: If Animals Could Talk Oral Presentation **Approximate Time Frame:**

What desired understandings will be assessed through this task?

Science/Technology

- demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals (1)
- describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats (3)

Oral/Visual Communication

- contribute and work constructively in groups (5)
- demonstrate the ability to concentrate by identifying main points and staying on topic (6)

What is the purpose of this assessment task? **Formative** **Summative**

Through what performance task will students demonstrate understanding?

Task Overview (include GRASPS: goal, role, audience, situation, product or performance, and standards

G- to distill the data collected from research and interviews with the animals into a short presentation which will convince your classmates that changing their behavior is not only necessary, but with practical suggestions you have given, is also easy.

R- you are an advocate for the animals. On behalf of the animals, you are at the schools to make practical suggestions for the school community as well as to individuals.

A- your audience is the school community.

S- you have to make this confusing amount of information understandable to your classmates, as well as to give them suggestions from your report, and link it to their own lives.

P- you will produce a short presentation that will let the school community know what it is that they can do in their lives, both as an individual and as a member of a community, to help the environment.

S- you will be required to make a convincing argument as to the necessity of change; linking principles to everyday life is paramount, and so practical suggestions must be made.

What student products/performances will provide evidence of understanding?

an oral-presentation of their written report

By what criteria will student products/performances be evaluated?

- the flow and cohesion to their report
- the feasibility of the practical suggestions
- the clarity and confidence of the oral presentation

What type of scoring tools will be used for evaluation?

Analytic rubric **Holistic rubric** **Criterion (performance) list** **Checklist**

Stage 2 Performance Task Blueprint #2

Task Title: If Animals Could Talk Dramatic Interview **Approximate Time Frame:**

What desired understandings will be assessed through this task?

Science/Technology

- demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals (1)
- investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific habitat (2)
- describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats (3)

Drama/Dance

- demonstrate understanding of some of the principles involved in the structure of works in drama and dance (e.g., variety, unity) (1)
- communicate, orally and in writing, their response to their own and others' work in drama and dance (e.g., through discussions, interviews, research projects) (3)
- identify and apply solutions to problems presented through drama and dance, and make appropriate decisions in large and small groups (4)

Reading

- read a variety of fiction and non-fiction materials(e.g., short novels, myths, biographies, short articles) for different purposes (1)

Writing

- communicate ideas and information for a variety of purposes and to specific audiences (e.g., write a brief research report on a class investigation for classmates) (1)
- produce pieces of writing using a variety of specific forms (e.g., humorous story) and materials from other media (e.g., photo sequence) to enhance their writing (5)
- use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see specific expectations) (10)

Oral/Visual Communication

- contribute and work constructively in groups (5)
- demonstrate the ability to concentrate by identifying main points and staying on topic (6)

What is the purpose of this assessment task?

Formative

Summative

Through what performance task will students demonstrate understanding?

Task Overview (include GRASPS: goal, role, audience, situation, product or performance, and standards

G- you are given an animal translator, and decide to go to a habitat to interview the animals. The present government is not environmentally friendly. You decide to be advocates for the animals by presenting a video of the interview and a research report to the government.

R- you are an interviewer/researcher in this historic, first time interview with animals.

A- you must present the interview in video and report form to the government.

S- you must show the seriousness of the situation, and make suggestions as to what the government could do to save habitats

P- you will produce an interview-drama that will show the plight of the animals, and the human

causes of this. You need to make a comprehensive yet user-friendly report with practical suggestions. S- you are required to make the audience “feel” the urgency of the situation, and to “discover” the wisdom of living like good-neighbors, as animals do. You must make the complexity and fragility of habitats clear, as well as human behavior that influence it.

What student products/performances will provide evidence of understanding?

performing the interview-drama
habitat set
interview questions and answers
a report about their habitats

By what criteria will student products/performances be evaluated?

the level of feeling of the performance
the use of dramatic structures and techniques
the cohesion and logic of the presentation
the completion and quality of the habitat set
the quality of the interview questions
the completion and quality of the report
the use of user-friendly materials, media, etc.
the effectiveness of the argument
the feasibility of the practical suggestions

What type of scoring tools will be used for evaluation?

Analytic rubric Holistic rubric Criterion (performance) list Checklist

Stage 2 Blueprint for Other Evidence #1 and #2

What other assessment evidence will be collected during this unit?

<p>What will be assessed? Knowledge _____ X _____ Skill _____ Understanding _____</p> <p>How will evidence be collected? Test/Quiz _____ Assignment _____ Teacher notes _____ Other: KWL chart _____</p> <p>What type of assessment will be used? Selected response _____ <u>Observation</u> _____ Academic prompt _____ Work sample _____ Brief constructed _____ Other: <u>notes</u> _____ Response _____</p> <p>What is the assessment purpose? <u>Diagnostic</u> _____ Formative _____ Summative _____</p>	<p>What will be assessed? Knowledge _____ X _____ Skill _____ Understanding _____</p> <p>How will evidence be collected? Test/Quiz _____ Assignment _____ Teacher notes _____ Other: _____</p> <p>What type of assessment will be used? Selected response _____ Observation _____ Academic prompt _____ Work sample _____ Brief constructed _____ Other: <u>Self Assessment</u> _____ Response _____</p> <p>What is the assessment purpose? <u>Diagnostic</u> _____ Formative _____ Summative _____</p>
<p>Describe the assessment and state the prompt (if applicable).</p> <p>Students will be asked as a group to tell what they know about habitats, animals, plants, and their relationships. The role of humans will also be brought up. Different colors will indicate the concepts of habitat, plants/animals, and humans.</p> <p>By what criteria will student response be evaluated?</p>	<p>Describe the assessment and state the prompt (if applicable).</p> <p>Questions like the following will be given for students to answer: What do you do that's environmentally friendly? Do you know why you do this? What do you do that is not environmentally friendly? How do you know that this behavior is damaging to the environment?</p> <p>By what criteria will student response be evaluated? Quality of comments (e.g., insights, suggestions).</p>
<p>What type of scoring tools will be used for evaluation? (Check if applicable)</p> <p>Analytic rubric _____ Checklist _____ Holistic rubric _____ Answer key _____ Criterion list _____</p>	<p>What type of scoring tools will be used for evaluation? (Check if applicable)</p> <p>Analytic rubric _____ Checklist _____ Holistic rubric _____ Answer key _____ Criterion list _____</p>

Stage 2 Blueprint for Other Evidence #3 and #4

What other assessment evidence will be collected during this unit?

<p>What will be assessed? Knowledge _____ Skill _____ Understanding _____ <u>X</u> _____</p> <p>How will evidence be collected? Test/Quiz _____ Assignment _____ Teacher notes _____ Other: <u>Journal</u></p> <p>What type of assessment will be used? Selected response _____ Observation _____ Academic prompt _____ Work sample _____ <u>Brief constructed</u> _____ Other: <u>notes</u> <u>Response</u></p> <p>What is the assessment purpose? Diagnostic _____ <u>Formative</u> _____ Summative _____</p>	<p>What will be assessed? Knowledge _____ <u>X</u> _____ Skill _____ Understanding _____</p> <p>How will evidence be collected? <u>Test/Quiz</u> _____ Assignment _____ Teacher notes _____ Other: _____</p> <p>What type of assessment will be used? <u>Selected response</u> _____ Observation _____ Academic prompt _____ Work sample _____ Brief constructed _____ Other: _____ Response _____</p> <p>What is the assessment purpose? Diagnostic _____ <u>Formative</u> _____ Summative _____</p>
<p>Describe the assessment and state the prompt (if applicable). Students will have to reflect in science journals twice a week. Somewhat arbitrarily, the first reflection will be about difficulties or insights about the unit work in general. The second reflection will be about the difficulties or insights students are having working on the projects. There are too many prompts to be listed.</p> <p>By what criteria will student response be evaluated? (Complete if applicable) The degree of truthfulness (as measured against teacher observation), and insight gained. Teacher will respond to journal entries, make suggestions, and observe for follow up.</p>	<p>Describe the assessment and state the prompt (if applicable). Students will be given a short answer test about the different types of habitats, as well as about adaptations.</p> <p>By what criteria will student response be evaluated? (Complete if applicable) The correctness of the answers, as well as the creativity involved (e.g., applying the use of the principles of adaptation)</p>
<p>What type of scoring tools will be used for evaluation? (Check if applicable)</p> <p>Analytic rubric _____ Checklist _____ Holistic rubric _____ Answer key _____ Criterion list _____</p>	<p>What type of scoring tools will be used for evaluation? (Check if applicable)</p> <p>Analytic rubric _____ Checklist _____ Holistic rubric _____ <u>X Answer key</u> _____ <u>X Criterion list</u></p>

Stage 2 Blueprint for Other Evidence #5 and #6

What other assessment evidence will be collected during this unit?

<p>What will be assessed? Knowledge _____ X _____ Skill _____ Understanding _____ X _____</p> <p>How will evidence be collected? <u>Test/Quiz</u> Assignment Teacher notes Other:</p> <p>What type of assessment will be used? Selected response Observation Academic prompt Work sample <u>Brief constructed</u> Other: <u>Response</u></p> <p>What is the assessment purpose? Diagnostic <u>Formative</u> Summative</p>	<p>What will be assessed? Knowledge _____ Skill _____ X _____ Understanding _____ X _____</p> <p>How will evidence be collected? Test/Quiz <u>Assignment</u> Teacher notes Other:</p> <p>What type of assessment will be used? Selected response Observation Academic prompt <u>Work sample</u> Brief constructed Other: Response</p> <p>What is the assessment purpose? Diagnostic <u>Formative</u> Summative</p>
<p>Describe the assessment and state the prompt (if applicable).</p> <p>There will be a multiple-choice test, to test terminology.</p> <p>By what criteria will student response be evaluated? (Complete if applicable) The correctness of the answers, and the creativity involved (i.e. in applying the principles of adaptation)</p>	<p>Describe the assessment and state the prompt (if applicable).</p> <p>Given a paragraph on a topic, students will practice finding the openings and closings contained within. The students will then be given “blank” paragraphs – that is, ones without openings or closings – and create their own.</p> <p>By what criteria will student response be evaluated? (Complete if applicable) The correctness in identifying, and the effectiveness of the openings and closings</p>
<p>What type of scoring tools will be used for evaluation? (Check if applicable)</p> <p>Analytic rubric Checklist Holistic rubric X <u>Answer key</u> X <u>Criterion list</u></p>	<p>What type of scoring tools will be used for evaluation? (Check if applicable)</p> <p>Analytic rubric Checklist X <u>Holistic rubric</u> Answer key Criterion list</p>

Stage 2 Blueprint for Other Evidence #7 and #8

What other assessment evidence will be collected during this unit?

<p>What will be assessed? Knowledge _____ X _____ Skill _____ Understanding _____</p> <p>How will evidence be collected? Test/Quiz _____ Assignment _____ Teacher notes _____ Other: <u>responses</u></p> <p>What type of assessment will be used? Selected response _____ <u>Observation</u> Academic prompt _____ <u>Work sample</u> Brief constructed _____ Other: _____ Response _____</p> <p>What is the assessment purpose? Diagnostic _____ <u>Formative</u> _____ Summative _____</p>	<p>What will be assessed? Knowledge _____ X _____ Skill _____ X _____ Understanding _____</p> <p>How will evidence be collected? Test/Quiz _____ Assignment _____ <u>Teacher notes</u> _____ Other: _____</p> <p>What type of assessment will be used? Selected response _____ Observation _____ Academic prompt _____ Work sample _____ Brief constructed _____ Other: _____ Response _____</p> <p>What is the assessment purpose? Diagnostic _____ <u>Formative</u> _____ Summative _____</p>
<p>Describe the assessment and state the prompt (if applicable). Students will watch dramatic videos, and in written and oral form will identify the principles/structures involved in dramatic works, and respond to them.</p> <p>By what criteria will student response be evaluated? (Complete if applicable) The correct identification of the principles/structures involved in dramatic works. The quality and sincerity of the response to the dramatic works.</p>	<p>Describe the assessment and state the prompt (if applicable). Students will practice various dramatic techniques taught in the class both individually, in groups, and as a whole class.</p> <p>By what criteria will student response be evaluated? (Complete if applicable) Teacher anecdotal notes and checklists will determine whether or not the student is practicing, acquiring, or applying the dramatic techniques taught.</p>
<p>What type of scoring tools will be used for evaluation? (Check if applicable)</p> <p>Analytic rubric _____ Checklist _____ Holistic rubric _____ Answer key _____ X <u>Criterion list</u></p>	<p>What type of scoring tools will be used for evaluation? (Check if applicable)</p> <p>Analytic rubric _____ X <u>Checklist</u> _____ X <u>Holistic rubric</u> _____ Answer key _____ Criterion list _____</p>

Stage 2 Blueprint for Other Evidence #9 and #10

What other assessment evidence will be collected during this unit?

<p>What will be assessed? Knowledge _____ Skill _____ <u>X</u> _____ Understanding _____</p> <p>How will evidence be collected? Test/Quiz <u>Assignment</u> Teacher notes Other:</p> <p>What type of assessment will be used? Selected response Observation Academic prompt <u>Work sample</u> <u>Brief constructed</u> Other: <u>Response</u></p> <p>What is the assessment purpose? Diagnostic <u>Formative</u> Summative</p>	<p>What will be assessed? Knowledge _____ Skill _____ <u>X</u> _____ Understanding _____</p> <p>How will evidence be collected? Test/Quiz <u>Assignment</u> Teacher notes Other:</p> <p>What type of assessment will be used? Selected response Observation Academic prompt <u>Work sample</u> Brief constructed Other: Response</p> <p>What is the assessment purpose? Diagnostic <u>Formative</u> Summative</p>
<p>Describe the assessment and state the prompt (if applicable). Students will practice on worksheets how to rewrite sentences using a variety of forms.</p> <p>By what criteria will student response be evaluated? (Complete if applicable) The quality, creativity, and grammatical correctness of the new sentences.</p>	<p>Describe the assessment and state the prompt (if applicable). The students will practice their descriptive skills by camouflaging (describing an animal without telling what it is) an animal in writing.</p> <p>By what criteria will student response be evaluated? (Complete if applicable) The quality, creativity, and grammatical correctness of the work. The quality of the descriptive words and sentences. An awareness of the types of characteristics (habitat, adaptations, food, etc..)that would give sufficient clues for the audience to be able to guess the animal.</p>
<p>What type of scoring tools will be used for evaluation? (Check if applicable)</p> <p>X <u>Analytic rubric</u> Checklist Holistic rubric Answer key Criterion list</p>	<p>What type of scoring tools will be used for evaluation? (Check if applicable)</p> <p>Analytic rubric Checklist X <u>Holistic rubric</u> Answer key X <u>Criterion list</u></p>

Stage 2 Blueprint for Other Evidence #11 and #12

What other assessment evidence will be collected during this unit?

<p>What will be assessed? Knowledge _____ X _____ Skill _____ Understanding _____</p> <p>How will evidence be collected? Test/Quiz <u>Assignment</u> Teacher notes Other:</p> <p>What type of assessment will be used? Selected response Observation Academic prompt <u>Work sample</u> Brief constructed Other: Response</p> <p>What is the assessment purpose? Diagnostic <u>Formative</u> Summative</p>	<p>What will be assessed? Knowledge _____ X _____ Skill _____ X _____ Understanding _____</p> <p>How will evidence be collected? Test/Quiz <u>Assignment</u> Teacher notes Other:</p> <p>What type of assessment will be used? Selected response Observation Academic prompt <u>Work sample</u> Brief constructed Other: Response</p> <p>What is the assessment purpose? Diagnostic <u>Formative</u> Summative</p>
<p>Describe the assessment and state the prompt (if applicable). Students will be given fill in the blank habitat work sheets. These sheets will have vocabulary at the bottom, which must be used to fill in the blank paragraphs at the top.</p> <p>By what criteria will student response be evaluated? (Complete if applicable) Correctness of vocabulary usage.</p>	<p>Describe the assessment and state the prompt (if applicable). For our field trip to a local habitat, students will be given observation sheets to fill out. Observations will include the plants and animals seen, features of the habitat, food sources, possible homes for animals, etc..</p> <p>By what criteria will student response be evaluated? (Complete if applicable) Accuracy and quantity of observations.</p>
<p>What type of scoring tools will be used for evaluation? (Check if applicable)</p> <p>Analytic rubric Checklist Holistic rubric X <u>Answer key</u> Criterion list</p>	<p>What type of scoring tools will be used for evaluation? (Check if applicable)</p> <p>Analytic rubric X <u>Checklist</u> Holistic rubric Answer key X <u>Criterion list</u></p>

Stage 2 Blueprint for Other Evidence #13 and #14

What other assessment evidence will be collected during this unit?

<p>What will be assessed? Knowledge _____ X _____ Skill _____ X _____ Understanding _____</p> <p>How will evidence be collected? Test/Quiz <u>Assignment</u> Teacher notes Other:</p> <p>What type of assessment will be used? Selected response Observation Academic prompt <u>Work sample</u> Brief constructed Other: Response</p> <p>What is the assessment purpose? Diagnostic <u>Formative</u> Summative</p>	<p>What will be assessed? Knowledge _____ X _____ Skill _____ Understanding _____ X _____</p> <p>How will evidence be collected? Test/Quiz <u>Assignment</u> Teacher notes Other:</p> <p>What type of assessment will be used? Selected response Observation Academic prompt <u>Work sample</u> Brief constructed Other: Response</p> <p>What is the assessment purpose? Diagnostic <u>Formative</u> Summative</p>
<p>Describe the assessment and state the prompt (if applicable). Teacher made adaptation puzzles. The puzzles will require students to match an adaptation to an animal (e.g., thick fur coat to a polar bear), and then to match these to a habitat (e.g., the arctic)</p> <p>By what criteria will student response be evaluated? (Complete if applicable) Completion and accuracy of the puzzle answers.</p>	<p>Describe the assessment and state the prompt (if applicable). Students will be assigned a habitat, and will have to create an imaginary animal that lives there, draw it, label it, and write a paragraph about it.</p> <p>By what criteria will student response be evaluated? (Complete if applicable) Overall creativity of the animal. Logical adaptations-features of the animal that it would need to survive in such a habitat.</p>
<p>What type of scoring tools will be used for evaluation? (Check if applicable)</p> <p>Analytic rubric Checklist Holistic rubric X <u>Answer key</u> Criterion list</p>	<p>What type of scoring tools will be used for evaluation? (Check if applicable)</p> <p>X <u>Analytic rubric</u> Checklist Holistic rubric Answer key X <u>Criterion list</u></p>

Analytic Rubric for Culminating Performance

Criteria	Level 1	Level 2	Level 3	Level 4
A - Demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals (S1)	Shows little awareness of relevant concepts, or the factors that affect these	Show some awareness of relevant concepts, and the factors that affect these	Usually shows awareness of relevant concepts, and the factors that affect these.	Consistently shows awareness of relevant concepts, and the factors that affect these
B - Investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals within the habitats (S2)	Unclearly and imprecisely	With some clarity and some precision	Clearly and precisely	Clearly, concisely and confidently
C - Describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats (S3)	Describes only in limited and incomplete ways	Describes only occasionally in complete ways	Describes usually in complete ways	Describes consistently in well-developed ways
D - Demonstrate understanding of some of the principles involved in the structure of works in drama (D1)	Using a few of the conventions studied/concepts required	Using at least half of the conventions studied/concepts required	Using most of the conventions studied/concepts required	Using all of the conventions studied/concepts required
E - Communicate, orally and in writing, their responses to their own and other's work in drama and dance (D3)	Using a few simple ideas	Using a variety of simple, related ideas	Using ideas of some complexity	Using complex ideas
F - Identify and apply solutions to problems presented through drama and dance, and make appropriate decisions in large and small groups (D4)	Inconsistently and with limited understanding	Consistently and with limited understanding	Consistently and with general understanding	Consistently and with thorough understanding
G - Read a variety of fiction and non-fiction materials for different purposes (R1)	Limited reference list	Some references but limited to one type	Both fiction and non-fiction references	Many references, and a variety of types
H - Communicate ideas and information for a variety of purposes and to specific audiences (W1)	Using a few simple ideas	Using a variety of simple, related ideas	Using ideas of some complexity	Using complex ideas
I - Produce pieces of writing using a variety of specific forms and materials from other media to enhance their writing (W5)	Only in limited and incomplete ways	Occasionally in complete ways	Usually in complete ways	Consistently in well-developed ways
J - Use correctly the conventions specified for this grade level (W10)	With constant major errors	With frequent errors	With occasional errors	With few or no errors
K - Contribute and work constructively in groups (O5)	Only with constant encouragement	With occasional encouragement	Requires no encouragement	Encourages others
L - Demonstrate the ability to concentrate by identifying main points and staying on topic (O6)	Unclearly and imprecisely	With some clarity and some precision	Clearly and precisely	Clearly, concisely and confidently

NOTE: the expectations A – L apply to both the written report as well as the dramatic interview, except in the following cases: D, E, F – these expectations are limited to the performance part of the task; E – this portion of the performance task will be for the audience to respond to the dramas

Imaginary Animal Writing-Science Task Checklist

NOTE: This assessment tool goes with "other evidence #14"

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The expectations for this task are:

Science:

- describe structural adaptations of plants and animals that demonstrate a response of the living things to their environment (S4)
- recognize that animals and plants live in specific habitats because they are dependent on those habitats and have adapted to them (S5)
- use appropriate vocabulary, including correct science and technology terminology, in describing their investigations, explorations, and observations (S9)

Writing:

- introduce vocabulary from other subjects areas into their writing (W10)
- label and use pictures and diagrams appropriately (W15)
- print legibly and use cursive writing (W16)

1. Explains where their animal gets their food.	YES	NO
2. Explains how their animal has adapted to the habitat (e.g., long fur)	YES	NO
3. Explains where their animal lives within the habitat.	YES	NO
4. Has given an example of both a structural and behavioral adaptation.	YES	NO
5. Has explained how the animal is dependent on the habitat in which it lives.	YES	NO
6. Properly labels all parts of the picture (e.g., specialized features; shelter)	YES	NO
7. The explanations and labels are legible	YES	NO
8. Has used the appropriate vocabulary	YES	NO

Habitats, Communities, and their Inhabitants Multiple Choice Quiz

NOTE: this assessment tool goes with "other evidence #5"

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The overall (O) and specific (S) expectations for this task are:

Science:

- demonstrate an understanding of the concepts of habitat and community (O1)
- classify organisms according to their role in a food chain (S2)
- classify animals as omnivore, carnivore, and herbivore (S3)
- use appropriate vocabulary (S9)

1. The place where an organism lives is called a(n):
(a) community (b) habitat (c) adaptation (d) food chain
2. The group of plants and animals that live in a habitat form a(n):
(a) shelter (b) ecological niche (c) community (d) carnivore
3. For the organisms that live there, habitats provide:
(a) behavioral adaptations (b) shelter (c) herbivore (d) populations
4. You can find many habitats in a(n):
(a) omnivore (b) community (c) food chain (d) ecosystem
5. If an animal only eats other animals, its called a(n):
(a) structural adaptation (b) habitat (c) carnivore (d) herbivore
6. If an animal only eats plants, its called a(n):
(a) herbivore (b) omnivore (c) communal feeder (d) producer
7. If an animal eats both plants and animals, its called a(n):
(a) consumer (b) omnivore (c) carnivore (d) shelter
8. Consumers:
(a) eat plants (b) eat plants and animals (c) eat photosynthesis (d) eat animals only
9. Producers:
(a) eat plants (b) eat animals (c) eat food chains (d) produce their own food
10. Organisms can live in a particular habitat because of:
(a) community (b) omnivorous herbivorous (c) adaptations (d) ecosystem

LESSON PLAN

NOTE: the expectations are labeled as O (overall) and S (specific); the numbers follow the order in which they are found in the Ontario Curriculum document, with the O and S being contained sets

Date: Day 1

Title of the Lesson: Hook Lesson – If animals could talk

Curriculum Area: Life-Systems, Drama, Oral Comm., Read/Write **Unit of Study:** effective advocacy and animal rights

Background Information: In Grades 1-3, students have developed an awareness of the needs, characteristics, changes, and growth of living things.
Students have had experience writing more formal reports.
Students have had experiences working in group settings.

Groupings:
Whole class
Form them into groups for the performance task

Learning Expectations:

Life-Systems: O1-demonstrate an understanding of the concepts of habitat and community; S13-describe ways in which humans are dependent on plants and animals
Drama: O4-identify and apply solutions to problems presented through drama; S16-solve problems in drama
Writing: O1-communicate ideas and information for a variety of purposes and to specific audiences; S12-choose words that are most effective for their purpose
Oral: O6- demonstrate the ability to concentrate by identifying main points and staying on topic; S1-use effective openings and closings in oral presentations; S6-use appropriate strategies to organize and carry out group projects

Assessment:

- | | |
|---|---|
| <input type="checkbox"/> Observation | <input type="checkbox"/> Learning Log/Journal |
| <input type="checkbox"/> Presentation | <input type="checkbox"/> Self-Assessment |
| <input type="checkbox"/> Anecdotal Notes | <input type="checkbox"/> Peer-assessment |
| <input type="checkbox"/> Work Samples | <input type="checkbox"/> Rubric |
| <input type="checkbox"/> Interview/Conference | |
| <input type="checkbox"/> Test | |
| <input type="checkbox"/> Checklist | |

Lesson:

Timing: introduction on the topic in science; extensions in the other subjects (3 45 min. periods)
Motivation:
-Show pictures of human faces. Ask them in groups to consider what makes people special.
-ask for characteristics of animals. If it has not naturally arisen, have them consider that humans are just another kind of animal, or that animals are more like us than we imagine.
-Show the matching animal faces (those that look like the human faces shown earlier), and discuss. Play recordings of animal sounds that sound human-like. Show a video of animals expressing human type emotions, or doing human-like actions.
-As a class, create a Venn diagram charting the differences and hopefully newly realized similarities between animals and humans.
Purpose: To have students see that humans and animals are not that different, and that animals deserve respect. To have students see how humans effect animals, to consider how to change our own lives to be more environmentally friendly, how to be effective advocates.

Body of Lesson:

-present some facts about species extinction, a video about habitat destruction. They will be asked to consider what it would be like to be kicked out of one's home. Have students draw numbers to form

Materials:

- Venn diagram
- paper sheets
- pairs of human-animal face pictures
- markers
- recordings of animal sounds
- video of animal behavior and extinction

groups for their mission: to be advocates for the animals. Students will be given the rubric for the 2 tasks: to present a drama of an interview with an animal with an accompanying written report on a habitat and its inhabitants; to give an oral presentation about something we could do to be better neighbors to the animals.

-In science class, give some background information about habitats, adaptations, and human effects on these. Students will be asked to consider the value of formal writing, as their task is to write a report for the government on a habitat. The groups will choose their top 2 choices from a list of habitats, and the teacher will arrange it as best they can.

-In language arts, students will be asked to consider the value of effective communication; that good writing and good speaking will help your cause. The writing task is tied to the science report; here they will consider how to most effectively communicate to an unwilling government. The oral report task has a different audience: a person does care but might not know anything about your topic; students will have to consider that their presentations will have to be more stimulating, concise, and practical in nature than their report.

-In drama, students will consider the effectiveness of drama and the arts on an audience. They have to consider how the arts are a very effective method to touch people, and to have them consider the issue that you want them too. It will be stressed, however, that artistic works need to be informational as well.

Closure: The closure for all 3 classes will be for the groups to brainstorm general ideas about each task, and to share them with the class.

Bloom's Taxonomy:

- X Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- X Evaluation

Instructional Methods:

- Cooperative Learning
- X Lecture (Direct)
- X Brainstorming
- Role Playing
- Guest Speakers
- X Videos/Slides
- X Discussion (Interactive)
- Independent Study
- X Experiential

LESSON PLAN

NOTE: the expectations are labeled as O (overall) and S (specific); the numbers follow the order in which they are found in the Ontario Curriculum document, with the O and S being contained sets

Date: Day 8

Title of the Lesson: Food Chains are Us

Curriculum Area: Science

Unit of Study: If Animals Could Talk

Background Information: Students have worked on identifying the various factors that affect plants and animals in a habitat. Students have been working on classifying animals according to their similarities and differences. On Day 7, we began to look at food chains

Groupings:
pairs

Learning Expectations:

Life-Systems: O2-investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific S2-classify organisms according to their role in a food chain; S3-demonstrate an understanding of a food chain as a system in which energy from the sun is transferred eventually to animals, construct food chains of different plants and animal species, and classify animals as omnivore, carnivore, and herbivore

Assessment:

- | | |
|---|---|
| <input type="checkbox"/> Observation | <input type="checkbox"/> Learning Log/Journal |
| <input type="checkbox"/> Presentation Performance | <input type="checkbox"/> Self-Assessment |
| <input type="checkbox"/> Anecdotal Notes | <input type="checkbox"/> Peer-assessment |
| <input checked="" type="checkbox"/> Work Samples | <input type="checkbox"/> Rubric |
| <input type="checkbox"/> Interview/Conference | <input type="checkbox"/> Test |
| <input type="checkbox"/> Checklist | |

Lesson:

Timing: 1 45 min. period (to be extended on day 10 by adding humans to the food chain)

Motivation: Students will take their skills of classifying animals according to their similarities and differences, and extend it to food chains. The teacher will ask: what is similar about a ladybug and a bear? They both eat berries.

Purpose: introducing the concept of food chains, and practice making them.

Body of Lesson:

-See if they remember from Day 7 that a food chain is a system with its origins in the sun.

-Have 3 students choose 1 organism each out of one of 2 possible bags (producer-consumer). First, classify the 3 organisms as a producer or a consumer. Do they remember from Day 7 that all plants are producers, while all animals are consumers (the fact that some animals are eaten does not make them producers)

-look at the consumers, and classify again those animals that are carnivore, herbivore or omnivore

-begin to construct a food chain with the 3 organisms that the students pulled out: SUN-PLANT-RABBIT-OWL

-pair up the students and give them 2 producer (plant) and 3 consumer (animal) picture cards. Have them make as many food chains as possible; whistle and have pairs trade their sets of cards

Closure: have each student draw, label, and tell about one of the many food chains they made today. Make sure they explain the role of each organism, label the consumers as herbivore, carnivore, or omnivore, and include the sun in their diagrams

Extension: students could write a story to accompany their chosen food chain

Materials:

-enough producer (2) and consumer (3) cards for each pair of students

- science journals to tell about their food chains

Bloom's Taxonomy:

- Knowledge
- Understanding
- * Application
- Analysis
- * Synthesis
- Evaluation

Instructional Methods:

- * Cooperative Learning
- * Lecture (Direct)
- Brainstorming
- Role Playing
- Guest Speakers
- Videos/Slides
- Discussion (Interactive)
- Independent Study
- Experiential

LESSON PLAN

NOTE: the expectations are labeled as O (overall) and S (specific); the numbers follow the order in which they are found in the Ontario Curriculum document, with the O and S being contained sets

Date: Day 10

Title of the Lesson: Animal Camouflage

Curriculum Area: Science, Writing

Unit of Study: If Animals Could Talk

Background Information: Student have studied food chains, animal adaptations to habitats, and the needs of organisms

Groupings:
Whole class
Small groups

Learning Expectations:

Life-Systems: S4-describe structural adaptations of plants and animals that demonstrate a response of the living things to their environment; S5-recognize that animals and plants live in specific habitats because they are dependent on those habitats and have adapted to them; S9-use appropriate vocabulary, including correct science and technology terminology, in describing their investigations, explorations, and observations

Writing: S10-introduce vocabulary from other subjects areas into their writing; S15-label and use pictures and diagrams appropriately; S16-print legibly and use cursive writing

Assessment:

- | | |
|---|---|
| <input type="checkbox"/> Observation | <input type="checkbox"/> Learning Log/Journal |
| <input type="checkbox"/> Presentation Performance | <input type="checkbox"/> Self-Assessment |
| <input type="checkbox"/> Anecdotal Notes | <input type="checkbox"/> Peer-assessment |
| <input checked="" type="checkbox"/> Work Samples | <input type="checkbox"/> Rubric |
| <input type="checkbox"/> Interview/Conference | <input type="checkbox"/> Test |
| <input type="checkbox"/> Checklist | |

Lesson:

Timing: 1 45 min. period, plus homework to finish

Motivation: Introduce an animal in a box, but keep it hidden. Tell the students that you will give them clues, and after hearing 3 clues, they may then guess what it is; if they are not correct, then tell another 3 clues, and have them guess again

Purpose: to use vocabulary from science in other classes; to practice and review science concepts and terminology; to practice good writing skills.

Body of Lesson:

-have one student come to the front, choose a toy animal from a bag, and do the same thing as the teacher: tell clues about the animal that will help the class guess the animal

-model the process on the board: The ____ lives in a ____ habitat. It is a consumer. It is a carnivore. It mainly eats _____. It lives in a _____.

-elicit more types of clues from the whole class, and have them take out the nouns.

-put students into groups of 5, hand out 5 mystery animal cards (with the answers/clues on them) and let them take turns practicing the descriptions of different animals for others to guess

-assign the camouflage writing assignment

-in class, have students make an answer sheet card

-as homework, have students write up their camouflage writing description, as well as a labeled picture

Closure: do one more mystery animal clue (the answer is the teacher!!!!)

Extension: willing students could do a mystery habitat camouflage writing piece

Materials:

-mystery animal answer cards for each student

- toy animals and a box to hide them in

Bloom's Taxonomy:

- * Knowledge
- Understanding
- Application
- Analysis
- * Synthesis
- Evaluation

Instructional

Methods:

- * Cooperative Learning
- * Lecture (Direct)
- Brainstorming
- Role Playing
- Guest Speakers
- Videos/Slides
- Discussion (Interactive)
- Independent Study
- Experiential

Stage 3 Planning Learning Experiences and Instruction: SCIENCE, DRAMA, ORAL COMMUNICATION, WRITING/READING

<p>Day 1 -Hook lesson: introduce the ideas that if animals could talk they would be able to tell us a lot about being neighborly. -Introduce the idea of advocacy. -fill out a KWL chart about habitats, plants and animals, and humans. (Subtask 1) -Hook lesson: -Hook lesson: -Hook lesson:</p>	<p>Day 2 -reflect on advocacy, and the need to be informed about your topic -do a reflection (last day of class as well) about their own environmental behavior (Subtask 2) -reflect on advocacy to those people who do not know about your cause. -How would drama (arts) be an effective way to advocate? Examples of music (Live Aid, protest songs), films (Errol Morris' The Thin Blue Line). -reflect on advocacy to people who want, but do not know what to do for the cause -How is an oral presentation a good way to be an advocate? Give examples of speeches, motivational techniques, the effect of a live person -reflect on advocacy to those people who agree with your cause but want more information; students will be made to consider how tasks differ according to audience</p>	<p>Day 3 explore the identification, and formulation of questions about the needs of animals and plants (7) -Introduce the concept of habitat, and appropriate accompanying vocabulary (7, 9) -Begin to talk about the effects that humans have on habitats. -Watch and/or listen to a song, video, movie clip. -reflect why the arts are an effective method for advocacy. -the emotional impact of the arts should also come with an informative aspect - the importance of research in producing effective dramatizations -Show how effective openings and closings in oral presentations is more effective (2) -the importance of reading from a variety of sources, and then forming opinions (R-7). -the importance of critical reading; present different viewpoints of a single incident</p>	<p>Day 4 -explore both local and non-local habitats. -identify various factors that affect plants and animals in a specific habitat (1) -the variables of effective advocacy includes research skills, inquiry-planning skills, and communication skills (11) -teach appropriate drama vocabulary (2) -experiment with different ways to represent animal emotions, as well as the drama involved in interview -Assess effective openings and closings using a checklist -Introduce research skills (R-8). -Tied to Day 3 lesson, as well as to the science inquiry model.</p>	<p>Day 5 -field trip to a local habitat. -identify, through observation, various factors that affect plants and animals in a specific habitat (1) -give an inquiry-plan model; groups will brainstorm possible questions about their chosen habitats. (11) -The students will have to create a realistic set of a habitat for their interviews, research for a model -skills and attitudes necessary for listening to others and staying on topic in group discussions (5) -Bring up a controversial topic, and allow students to think, share, and listen to others' ideas. (whole group) -work on legible printing and cursive writing skills (16)</p>
<p>Day 6 classify plants and animals that they have observed in local habitats according to similarities and differences (6) -focus on research skills ; give a model of how to do research – remind that this process should be guided by the inquiry and planning model introduced on Day</p>	<p>Day 7 a food chain is a system in which energy from the sun is transferred eventually to animals (3) -how to classify organisms according to their role in a food chain (2). -how to classify animals as omnivore, carnivore, and herbivore (3). -Show some videos of interviews. Have them notice the “dramatic” effects, as well as questioning techniques. (tied to oral – Day 11)</p>	<p>Day 8 -construct food chains of different plants and animal species (3) Show techniques for control of voice and movement (10) -work on using proper forms for paragraphs (14) -Tied to Day 5: the importance of presenting information</p>	<p>Day 9 Review the various factors that affect plants and animals in a specific habitat (connect to Day 5) (1) -animals and plants live in specific habitats because they are dependent on those habitats and have adapted to them (5) Show a dramatic video, and as a class repond to it on chart paper</p>	<p>Day 10 Explore the ways in which humans are dependent on plants and animals (12) -construct food chains that include different plant and animal species and humans (14) -A model of the plan of their report paper will be due today. -Show students techniques, and stress the import of maintaining concentration while</p>