

UbD

STAGE 1 – DESIRED RESULTS

Unit Title: Living Things and their Biomes

Established Goals (big ideas): – include BC curriculum citation

All living things sense and respond to their environment. (Science 4)
 Multicellular organisms have organ systems that enable them to survive and interact within their environment. (Science 5)

Rationale *Why are you doing this and why is it relevant to your students*

It is important to know what characterize living things and biomes as they are so interconnected with each other in terms of definition, impact, and necessities. We are all a part of an environment, locally and worldwide, as living things and in our knowledge and awareness, discussions of impact and responsibility are able to develop.

Essential Question(s): *What drives the learning?*

What is the impact that living things have on their environment, and vice versa?
 What defines a biome?

Students will be able to:

(curriculum & core competencies – include BC curriculum citation)

- Critical Thinking - develop and design (Core 5)
- Make observations in familiar or unfamiliar contexts. (Science 6)
- Experience and interpret the local environment. (Science 5 & 6)
- Transfer and apply learning to new situations. (Science 5)
- Communicate ideas, explanations, and processes in a variety of ways. (Science 5 & 6)

Students will know;

(content– include BC curriculum citation)

- Biomes as large regions with similar environmental features, terrestrial and marine. (Science 4)
- The nature of sustainable practices around BC's resources. (Science 5)
- First Peoples concepts of interconnectedness in the environment. (Science 5)

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks and/or culminating tasks:

- 3-D Biome in a Box Project
- Test

Other Evidence: formative and summative

- Representation of living thing characteristics (as a group)
- List of living vs non-living things
- Survival needs output example (written or illustrated)
- Biome characteristics (notes)
- Participation/engagement observations

Key Criteria:

- Characteristics of living things
- Needs for survival
- Biome knowledge:
 - Name (Tundra, Grasslands, Deciduous, Coniferous, Marine, Freshwater) region
 - living creatures
 - climate
 - vegetation
 - adaptations / disruptions
 - communication to others (visual, oral, written representation of information)

STAGE 3 – LEARNING PLAN	
Learning intentions	Learning activities
I know what characterizes a living thing. (2 days)	Intro KWL chart (maybe) / Brainstorm (What makes something living vs non-living?) Outline 4 main characteristics Represent each of them with group (stations around room, answer questions in notebook) Walk outside (dyke or in back field) Create list of examples for living and non-living things (unit notebook)
I can tell the difference between a need and a want. (1 day)	Spaceship activity - what would you bring if you could only bring 10 things? Discussion - what are things living creatures need to survive? (nutrients, water, air, habitat) and do examples of those things look like for different living things? Output - write or draw the 4 needs of a specific living thing (in notebook)
I know the characteristics of the _____ biome. (6 days, one biome each day - Tundra, Grasslands, Deciduous, Coniferous, Marine, Freshwater)	Introduction - video(s) Chart (1 for each biome) - with sectioned parts for region, living creatures, climate, vegetation, disruptions/adaptations Each day explore new biome in a variety of ways but introduce through pictures & observations Students record in unit notebook
3-D Biome in a Box Project (4 days - 2 in class work days, 1 computer lab research day, 1 day to share projects)	Introduce / go over project goals and criteria (filled out in notebooks already for them) Provide resources (books, websites -materials?) Be available for support
Test and Review (3 days - 2 review, 1 test)	Living Things Review - stations Sort living vs nonliving items Identify needs and wants of living things Biomes Matching game - biomes, features, & adaptations Test day - write test