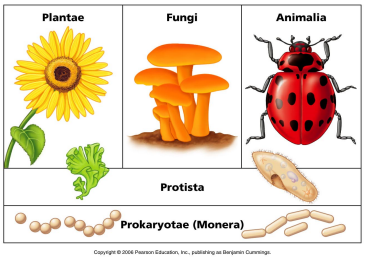
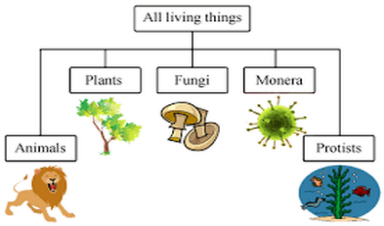
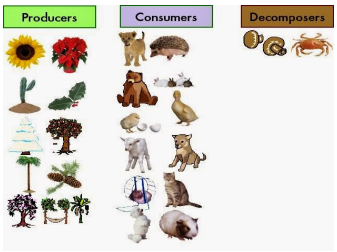
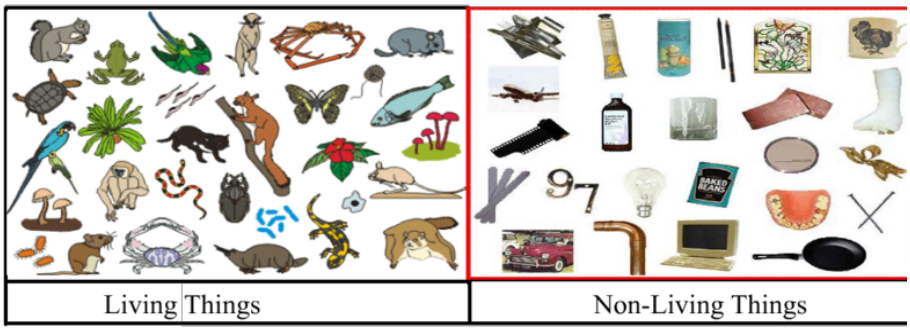


Unit 3:

Variety of Life







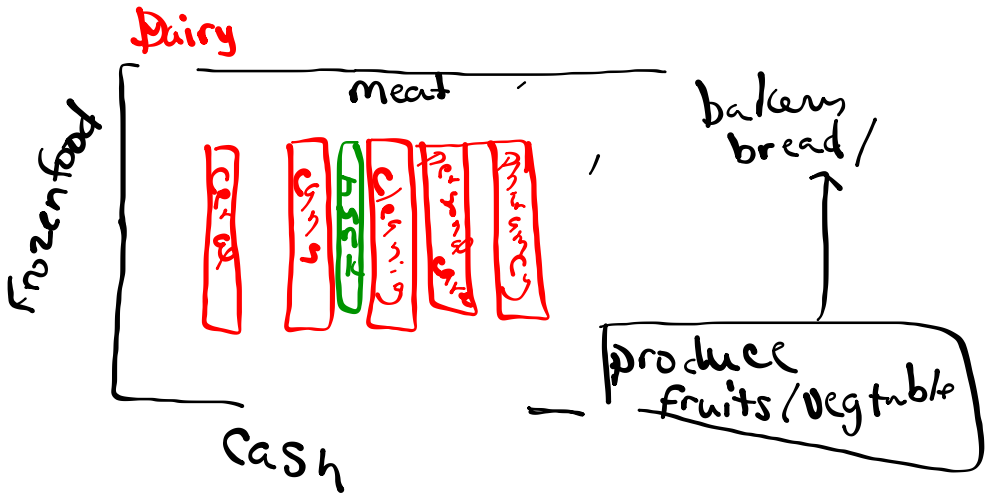
Curriculum Outcomes

STSE	Skills	Knowledge
Students will be expected to	Students will be expected to	Students will be expected to
Nature of Science and Technology	**Initiating and Planning**	**300-15** describe the role of a common classification system for living things
104-5 describe how results of similar and repeated investigations may vary and suggest possible explanations for variations	**204-1** propose questions to investigate and practical problems to solve	**300-16** distinguish between vertebrates and invertebrates
104-8 demonstrate the importance of using the languages of science and technology to compare and communicate ideas, processes, and results	**204-6** identify various methods for finding answers to given questions and solutions to given problems, and select one that is appropriate	**300-17** compare the characteristics of mammals, birds, reptiles, amphibians, and fish
105-1 describe examples of scientific questions and technological problems that are currently being studied	**204-8** identify appropriate tools, instruments, and materials to complete their investigations	**300-18** compare the characteristics of common arthropods
105-5 identify examples of scientific knowledge that have developed as a result of the gradual accumulation of evidence	**Performing and Recording**	**300-19** examine and describe some living things that cannot be seen with the naked eye
Relationships Between Science and Technology	**205-7** record observations using a single work, notes in point form, sentences and simple diagrams and charts	**302-12** describe how microorganisms meet their basic needs, including obtaining food, water, and air, and moving around
106-3 describe examples of improvements to the tools and techniques of scientific investigation that have led to new discoveries	**205-8** identify and use a variety of sources and technologies to gather pertinent information	**301-15** compare the adaptations of closely related animals living in different parts of the world and discuss reasons for any differences
Social and Environmental Contexts of Science and Technology	**Analysing and Interpreting**	**301-16** identify changes in animals over time, using fossils
107-1 describe examples, in the home and at school, of tools, techniques, and materials that can be used to respond to their needs	**206-1** classify according to several attributes and create a chart or diagram that shows the method of classifying	
107-6 provide examples of how science and technology have been used to solve problems around the world	**206-9** identify new questions or problems that arise from what was learned	
107-11 identify examples of careers	**Communication and Teamwork**	
	207-2 communicate procedures and results, using lists, notes in point form, sentences, charts, graphs, drawing, and oral language	

Think about the layout of a grocery store, what do you notice?

Cereal → all together
Meat → at back of store
Vegatables →
Soup isle →

→ cash registars
→ Doors



Why do we classify things?

- Supermarket aisles
- Libraries
- Classes
- Teams/sports
- Members of a family
- Roads
- Cities
- Money

How would you group these items and why?