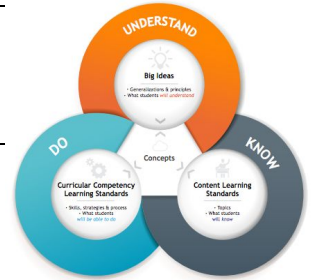


Grade: 3
Subject: Science-Biology



Big Idea (What will your students **understand at the end?**):

Living things are diverse, can be grouped, can interact in their ecosystems.

Driving/Inquiry Questions (What is the big idea that your students will understand at the end):

What is a food chain? Web?

What is biodiversity?

What is the relationship between observable characteristics of living things and biodiversity?

How does Aboriginal knowledge of living things honour interconnectedness?

Curricular Competencies (What will your students **DO with the content?**):

- demonstrate curiosity and a sense of wonder about the world
- observe objects and events in familiar contexts
- Suggest ways to plan and conduct inquiry to find answers to their questions
- Experience and interpret the local environment
- Identify First Peoples perspectives as sources of information
- Make simple inferences based on their results and prior knowledge
- Transfer and apply learning to new situations
- Express and reflect on personal experiences of **place**

Content Standards (What will your students **know / learn**):

See links in BC Ed website under Content

- **Biodiversity in the local environment**

(Biodiversity: the variety of different living things in an ecosystem; characteristics of local plants, animals and fungi))

- **Aboriginal knowledge of ecosystems**

(e.g. Stewardship; Population; communities) energy needed for life (producers, consumers; food chain, food web)

Core Competencies (What can **your students say about these?**):

C I can understand and share information about a topic that is important to me

T I deliberately learn a lot about something (e.g. by doing research) so that I am able to generate new ideas or ideas just pop into my head

PS I understand I will continue to develop new abilities and strengths to help me meet new challenges



First Peoples Principles of Learning (Which principles are **woven** into this unit):

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on reciprocal relationships, and a sense of place)
- Learning recognizes the role of Indigenous knowledge



Additional Resources

Videos:

- IMAX The Secret Life on Earth DVD or found on Youtube
- Magic School Bus Gets Eaten: A Book About Food Chains DVD or found on Youtube(Teacher Resources on Scholastic.com)

Ab. Ed. Resources(available through Ab. Ed. Dept):

- Ecosystems: The Cedar by, Guujaww
Medicine Walk by, Marie Guadet
- Food chains, food webs and energy Pyramids: Very Last First Time by, Jan Andrews
- Cultural/ Science Teaching: Lord of the Sky by Linda Zeman-Splaeny

In your school Library Keyword Search: Ecosystems; Food Chains/Webs; Habitats

Field Trips:

T'Souke Nation- Solar Power Project

Goldstream

Local beach; forest; CRD parks; Swan Lake

Website links:

<http://www.centralcoastbiodiversity.org/>

District Links (School District pays for these subscriptions):

World Book Kids

National Geographic Kids

Online- Search Food Chain Interactive Games:

Brain Pop.com- Food Chain Game

Sheppard Software.com- Food Chain game

Pinterest- Search Food Chains and Food Webs

Guest presenters:

***Role Models:**

Earl Claxton Jr.

John Bradley Williams

*(Can be booked through the Aboriginal Support Worker at your school; from Role Models Binder)

See binder for lots of ideas and worksheets to use with planning your unit.

Created by: Michelle Bevan

Hope you find these ideas and resources helpful!

Please add any other resources to the binder. Make sure Master copies are kept in the binder.

Let me know if you have any questions:

mbevan@sd62.bc.ca