Instructional Unit Title: Plants and Animals in Habitats/
Lifelong Healthy Eating

The teacher may introduce the concepts of living and non-living organisms in an environment so students can begin to examine the interactions of the two.

Over a series of days, the teacher may give students the opportunity to explore various habitats (e.g. desert, polar, rain forest, mountain) so students can critique the suitability of the living and non-living (e.g. plants, animals, rocks) components; and their dependence on their habitat.

The teacher may challenge students to connect ideas about animals and their environment to how humans interact with their environment.

The teacher may provide examples of healthy vs unhealthy foods, so students can begin to analyze decisions about food choices.

The teacher may ask the students to assume the role of zoologist so that students can describe different ways scientists study animals and their environments.

The teacher may utilize examples of an organism’s behavior, such as body awareness, or signals, that enhance its ability to function better. (e.g. shivering, thirst, hunger, tiredness)

The teacher may utilize examples of animals previously studied so students can begin to make generalizations of how animal behaviors in a population help it to survive.

The teacher may provide examples of various animal structures so students can begin to have an understanding of how the structures enable a population to survive.

The teacher may ask the students to make observations about a habitat so students can make determinations about the health of the environment.

PERFORMANCE ASSESSMENT:
You will become a museum curator and will design a comparison model of an organism’s habitat and how it survives with that of a human’s habitat.