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| Teacher/Grade: Kristina Skladaitis/2 | Topic: Adaptation/Extinction /Food Chains | Month/Time span: 7 weeks (Jan. – Mar.) |
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EIC Curriculum Map
Pennsylvania Academic Standards:

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| <u>Environment & Ecology</u> | | |
| <ul style="list-style-type: none"> 4.3.4 A – Know that plants, animals and humans are dependant on air and water 4.3.4 C – Understand that the elements of natural systems are independent 4.6.4. A – Understand That Living Things are Dependent on Nonliving Things in the Environment for Survival 4.7.4 A – Identify differences in living things 4.7.4 B – Know that adaptations are important for survival 4.7.4 C – Define and understand extinction 4.8.4 C – Explain How Human Activities May Change the Environment | <u>Reading, Writing, Speaking & Listening</u> <ul style="list-style-type: none"> 1.2.3 A – Read and understand essential content of informational texts and documents in all academic areas 1.3.3 F – Respond to nonfiction and fiction works of literature 1.4.3 B – Write informational pieces 1.6.3 A – Listen to others 1.6.3 B – Listen to a selection of literature and relate it to similar experiences 1.6.3 D – Contribute to discussions | |
| <u>Science & Technology</u> | | |
| <ul style="list-style-type: none"> 3.3.4 A – Know the similarities and differences of living things 3.3.4 D – Identify changes in living things over time 3.5.4 A – Know basic landforms and earth history | <u>Math</u> <ul style="list-style-type: none"> N/A | |
| <u>Civics & Government</u> | <u>Geography</u> | <u>Arts and Humanities</u> |
| <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> 7.4.3 B – Identify the impacts of people on physical systems | <ul style="list-style-type: none"> N/A |
| <u>History</u> | <u>Career Education and Work</u> | <u>Economics</u> |
| <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> N/A |
| <u>Health Safety and Physical Education</u> | <u>Family and Consumer Science</u> | <u>World Languages</u> |
| <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> N/A |

Goals and Objectives:

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| <ul style="list-style-type: none"> Students will be able to explain what specific animals need in order to survive. Students will learn about and identify animal food chains based on habitats and biomes. Students will learn about animals that hibernate, migrate and survive on their own in the winter months. Students will learn about adaptations and be able to explain what makes that adaptation important for that animal. Students will create their own animal with its own specific adaptation. Students will learn about groundhogs. Students will learn about endangered and extinct species. Students will be able to list 3 extinct species and explain why they became extinct. Students will be able to determine what human actions have impacted extinct and endangered species. Students will compare and contrast 2 extinct species. Students will learn about fossils, examine various kinds of fossils, and “make” their own fossil. |
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Overview of Integrated Activities:

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| <ul style="list-style-type: none"> Explore books during centers Journal Writing and Reading Responses What is an adaptation Smelling and hearing (canister game) Sight and touch lesson (big eyes, reflectors, pupils) | <ul style="list-style-type: none"> Class- other changes in winter Class – who is still active in winter Dinosaur play (extinction) Fossils (discussion and exploration) Make a fossil |
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| <ul style="list-style-type: none"> expand, feely bags) Day and night in the field lesson Competition games Mirgration intro – <u>Flute’s Journey</u> Hike- Migration Madness Class – Hibernation (groundhogs) | <ul style="list-style-type: none"> <u>Earth Steps</u> by, Daniel Nelson Spickert Hike – Endgangered Species Endangered Species riddle game Class – intro to food chains Use the clip-Itz as centers to work with food chains in different habitats Hike – Food Chain mix up game |
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Assessment

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| <ul style="list-style-type: none"> In their journals, students will be able to list and explain what specific animals need in order to survive. When given blank food chains, students will be able to fill them out correctly based on one organism that is listed. In their journals, students will be able to list animals that hibernate, migrate and survive on their own in the winter months. On an oral quiz, students will be able to explain specific animal adaptations and define specific vocabulary words. Students will create their own animal explain its adaptation. | <ul style="list-style-type: none"> In their journals, students will be able to list facts about groundhogs. Students will define the words endangered and extinct. In their journals or through a reading response, students will be able to list 3 extinct species and explain why they became extinct. Through a classroom discussion, students will be able to give examples of human actions that have impacted extinct and endangered species. When given a Venn diagram, students will compare and contrast 2 extinct species. When given a fossil, students will be able to identify what type of organism it is and what it’s habitat was. |
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Resources

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| <p>Literature:</p> <ul style="list-style-type: none"> <u>What is a Life Cycle?</u> by, Bobbie Kalman <u>Everybody’s Somebody’s Lunch</u> by, Cherie Mason <u>Animal Life Cycles</u> by, Anita Ganeri <u>Pass the Energy Please!</u> By, Barbara Shaw McKinney <u>What are Camouflage and Mimicry?</u> by, Bobbie Kalman <u>How do Animals Adapt?</u> by, Bobbie Kalman <u>Forest Night/Forest Bright</u> by, Jennifer Ward <u>What is a Dinosaur?</u> By, Bobbie Kalman <u>Migration</u> by, Monica Hughes <u>Animals in Winter</u> by, Henrietta Bancroft and Richard G. Van Gelder <u>Food Chains</u> by, Anita Ganeri <u>What are Food Chains and Webs?</u> by, Bobbie Kalman <u>What is Migration?</u> By, Bobbie Kalman <u>Will We Miss Them?</u> By, Alexandra Wright <u>Animals in Winter</u> by, Henrietta Bancroft and Richard G. Van Gelder | <p>Other:</p> <ul style="list-style-type: none"> <u>Clip Itz</u> by ETA Cuisenaire <u>Hands on Exploration: Fossils</u> by, Delta Education <u>Earth Stories: Paleontology</u> – Video |
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