Grade Three

Science

General Learner Expectations

- 3-10- Describe the appearance and life cycles of some common animals, and identify their adaptations to different environment.
- 3-11- Identify requirements for animal care

Specific Learner Expectations

- Classify a variety of animals, based on observable characteristics; e.g. Limbs, teeth, body coverings, overall shape, backbone.
- Observe and describe the growth and development of at least one living animal, as the animal develops from early to more advanced stages. The animal (s) should be from one or more of the following groups: mammals, birds, fish, reptiles, amphibians, and insects. Suggested examples include: gerbils, guppies, mealworms, tadpoles, worms, butterflies/ moths. Additional examples from other animal groups might also be included: brine shrimp, isopods, spiders.
- Predict the next stages in the growth and development of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and identify similarities and differences in their developmental sequences.
- Identify the food needs of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, and insects; and describe changes in how each animal obtains food through different stages of its life.
- Demonstrate awareness that parental care is characteristics of some animals and not of others, and identify examples of different forms of parents care
- Demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water shelter and space.
- Recognize adaptations of a young animal to its environment and identify changes in its relation to its environment as it goes though life. E.g. tadpoles are adopted for life in an aquatic environment; adult frog show adaptations to both terrestrial and aquatic environments.
- Identify examples of environmental conditions that may threaten animal survival, and identify examples of extinct animals.
- Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation.
- Demonstrate knowledge of the needs of animals studied, and demonstrate skills for their care.

Health and Life Skills

- W-3.9 describe and apply and analyze appropriate safety behaviours in the local community; e.g. street, railway crossings, dugouts, farm equipment etc.
- L- 3.6 examine the responsibilities associated with a variety of age appropriate roles; e.g. family member, friend
- L- 3.8 assess how individual contributions can have a positive influence upon the family, school, and community
- L- 3.8 select and perform volunteer tasks as a class or as a group.

Grade Five

Science

General Learner Expectations

- 5-10 describe the living and nonliving components of a wetland ecosystem and the interactions within and among them

Specific Learner Expectations

- Recognize and describe one of more examples of wetland ecosystems found in the local area; e.g. pond, slough, marsh, bog, fen.
- Understand that a wetland ecosystem involves interactions between living and non-living things, both in and around the water
- Identify some plants and animals found at a wetland site, both in and around the water; and describe the lifecycles of these plants and animals.
- Identify and describe adaptations that make certain plants and animals suited for life in a wetland.
- Understand and appreciate that all animals and plants, not just the large ones, have an important role in a wetland community.
- Recognize that some aquatic animals use oxygen from air and other from water, and identify examples and adaptations of each
- Identify human actions that can threaten the abundance or survival or living things in wetland ecosystems; e.g. adding pollutants, changing the flow of water, trapping or hunting pond wildlife
- Identify individual and group actions that can be taken to preserve and enhance wetland habitats.
- Recognize that changes in a part of an environment have effects on the whole environment