



## curriculum links

### Grade 4:

- ◆ Life Systems:  
*Habitats and Communities*



## overview

This activity allows students to get a “Nose to Beak” experience with live Birds of Prey, and learn through an examination of their physical and behavioural adaptations, how these creatures are so well suited to survive in the habitats where we find them. This will also show how finely balanced these environments are and how unwise human activity can upset the balance, but also how wise stewardship can help keep things in balance.

## grade 4 expectations

### Science and Technology

#### Understanding Life Systems: Habitats and Communities

##### Overall Expectations

- ◆ analyse the effects of human activities on habitats and communities;
- ◆ investigate the interdependence of plants and animals within specific habitats and communities;
- ◆ demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.

##### Specific Expectations

##### *Relating Science and Technology to Society and the Environment*

- ◆ analyse the positive and negative impacts of human interactions with natural habitats and communities, taking different perspectives into account, and evaluate ways of minimizing the negative impacts;
- ◆ identify reasons for the depletion or extinction of a plant or animal species, evaluate the impacts on the rest of the natural community, and propose possible actions for preventing such depletions or extinctions from happening.



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## *Developing Investigation and Communication Skills*

- ◆ use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs;
- ◆ use appropriate science and technology vocabulary, including *habitat*, *population*, *community*, *adaptation*, and *food chain*, in oral and written communication.

## *Understanding Basic Concepts*

- ◆ demonstrate an understanding of habitats as areas that provide plants and animals with the necessities of life;
- ◆ identify factors that affect the ability of plants and animals to survive in a specific habitat;
- ◆ identify animals that are carnivores, herbivores, or omnivores;
- ◆ explain why changes in the environment have a greater impact on specialized species than on generalized species;
- ◆ describe ways in which humans are dependent on natural habitats and communities.

## key terms

**Prey**-the natural food of omnivores and carnivores

**Carnivore**-an animal adapted to eat only raw meat

**Herbivore**-an animal adapted to eat only plants

**Omnivore**-an animal adapted to eat both plants and animals

**Imprinting**-a bonding process between young animals and their parents

