



## curriculum links

### Grade 4

- ◆ Understanding Life Systems:  
*Habitats and Communities*

## overview

At this activity centre, students participate in an outdoor game entitled 'Water Quest,' developed and led by the Halton Region Museum. In small groups the students represent members of one of Halton's founding families. Together, they advance on the lawn-size playing board, starting from Lake Ontario and progressing towards the family's goal of settlement in Halton. Along the way, they learn about the importance of water as both a help and a hindrance to their journey and ultimate goal. The game begins with an introduction and a conclusion by museum interpreters, and involves the use of historical maps and photographs, as well as many fun props.

## grade 4 expectations

### Science and Technology

#### Understanding Life Systems: Habitants 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 habitat 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 interaction 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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# Water Quest

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## *Developing Investigation and Communication Skills*

- ◆ 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;
- ◆ explain why changes in the environment have a greater impact on specialized species than on generalized species.

## key terms

**Immigrate** - To enter a non-native country or region with the purpose of settling.

**Habitat** - The arrangement of food, water, shelter and space within an ecosystem to meet an organism's health and survival.

**Natural Resources** - A material substance found in nature that is valuable to humans.

**Sawmill** - A building where logs are cut into boards.

**Settler** - A person who chooses to migrate from their homeland to a new land or colony.

**Upper Canada** - A British territory that existed from 1791 to 1841 that covered most of Southern Ontario.

