

## 2019-2020 Curriculum & Assessment (C&A) Plan for Grade 6 Science

<b>Name of Teacher Candidate</b>	Ashweena RUMAJOGEE				
<b>Subject(s)</b>	Science	<b>Level/grade</b>	6	<b>Strand(s)</b>	The Ontario Curriculum, Science, Grade 1 to 8 (2007)
<b>Title</b>	<p><b><i>Biodiversity</i></b>            This inquiry-based unit is an introduction to biodiversity. Students will learn about how humans impact biodiversity and identify ways of preserving biodiversity. Students will investigate the characteristics of living things and classify diverse organisms according to specific features. Finally, students will understand the contributions of biodiversity to the stability of natural systems and its benefits to humans.</p>				
<b>Overall Expectation(s) addressed:</b>					
<p><b><i>Understanding Life Systems</i></b></p> <ol style="list-style-type: none"> <li>1. assess human impacts on biodiversity and identify ways of preserving biodiversity;</li> <li>2. investigate the characteristics of living things and classify diverse organisms according to specific characteristics;</li> <li>3. demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.</li> </ol>					
<b>Specific Expectations addressed:</b>					
<ol style="list-style-type: none"> <li>1.1 analyse a local issue related to biodiversity, propose action that can be taken to preserve biodiversity, and act on the proposal</li> <li>1.2 assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished</li> <li>2.1 follow established safety procedures for outdoor activities and field work (e.g., stay with a partner when exploring habitats; wash hands after exploring a habitat</li> <li>2.4 use appropriate science and technology vocabulary, including classification, biodiversity, natural community, interrelationships, vertebrate, invertebrate, stability, characteristics, and organism, in oral and written communication</li> <li>2.5 use a variety of forms to communicate with different audiences and for a variety of purposes</li> <li>3.2 demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them</li> </ol>					

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<p>3.4 describe ways in which biodiversity within and among communities is important for maintaining the resilience of these communities</p> <p>3.5 describe interrelationships within species, between species and between species and their environment, and explain how these interrelationships sustain biodiversity</p> <p>3.6 identify everyday products that come from a diversity of organisms</p> <p>3.7 explain how invasive species reduce biodiversity in local environments</p>			
<b>Essential Question:</b>		<b>What is the importance of biodiversity and how can we preserve it?</b>	
<p>Explain how the Essential Question addresses the following:</p> <ul style="list-style-type: none"> <li>• <b>centrality</b> (captures a topic central to students' lives)</li> <li>• <b>engagement</b> (why are students likely to engage with this topic?)</li> <li>• <b>accessibility</b> (how does the essential question lead to a unit that is easily accessible to all students?), and</li> <li>• <b>connections</b> (connections between this connection and other learning in the course)</li> </ul>			
<p>The question will prompt students to investigate biodiversity as it includes the diversity of individuals, species, and ecosystems. Students will classify the components within a diverse system and will begin to understand the connection among components. Because all living things are connected, students will also touch on the importance of maintaining diversity as critical to the health of the planet.</p>			
Link to Achievement Chart Categories (check ✓ those that apply)		By the end of the unit, students will be able to ... (complete the phrase for relevant categories in right hand column)	
✓	Knowledge & Understanding	<i>e.g., Define key terms</i>	Students will understand that biodiversity includes diversity among individuals, species, and ecosystems. Students will know how to classify living things and will use appropriate vocabulary.
✓	Thinking	<i>e.g., Use mathematical processes</i>	When assessing human impacts on species and ecosystems students will be given opportunities to look at a variety of points of view. They should consider how and why the perspectives of developers, people concerned about the environment, and residents of the local

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			community might be similar or different. Through thoughtful consideration of various viewpoints and biases, students not only can look for ways in which people might come to an agreement on how to minimize the negative impact of their actions, but also will be able to make more informed decisions about their own positions and about action they can take to preserve it.
✓	Communication	<i>e.g., Share understanding with others</i>	Through their project they will be able to share what they have learned from this unit with classmates, other teachers and even parents.
✓	Application	<i>e.g., Apply it in a new context, problem solve</i>	The various activities we will be doing in this Unit will help students to apply their knowledge. Ex The Concept Map, The scientific journal etc
<p><b>Summative Task</b> Briefly describe the summative task for this unit. Consider the triangulation of data through Observations, Products, and Conversations. Note: In the appendices, include a <b>Student instruction handout</b> for the summative task, and the <b>Evaluation Tool</b> you will be using.</p>			
<p><u>PHOTOGRAPHY PROJECT &amp; SCIENTIFIC RESPONSE JOURNAL</u></p>			
<p><b>PHOTOGRAPHY PROJECT:</b> In groups of two, students will either choose pics from a magazine or online (What is biodiversity?). of various living things to show they understand what biodiversity is. Using their photos selected, students will make a class biodiversity themed photo exhibit where other classes, teachers (and maybe parents) will be invited to view the photographs and speak to the students about their projects. The photography project supports various learners, including English-language learners.</p>			
<p><b>SCIENTIFIC RESPONSE JOURNAL:</b> This is an individual task where students will respond to one key question presented in the unit at the end of each class. Students are expected to make</p> <ul style="list-style-type: none"> <li>- connections to the texts, activities, and experiences throughout the unit.</li> </ul>			

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- Students will explore, analyse, question, interpret, and reflect in order to gain an enriched appreciation or understanding of the benefits of biodiversity.
- Prompts can be as follows: *“Using the information you learned in this unit, answer the following question: How does biodiversity benefit human societies?”*

### Lesson Breakdown

Lesson	Specific Expectations Number reference from curriculum	Learning Intention What are students learning this lesson?	Success Criteria How will students be able to show what they have learned?	Instructional and/or Learning Strategy Chosen strategy matches the learning intention, maximizes DI opportunities, considers students' strengths and needs?	Assessment Tool Feedback for teaching and learning	Assessment Purpose For, As, Of Learning		Who is assessing? (teacher, peer, student?)	
						For	As	Of	Teacher
<i>Example</i>	1.3, 1.5	<i>By the end of this lesson, students will be able to understand the difference between x and y</i>	<i>I will know I am successful because I can define “key term(s)” and provide three examples</i>	<i>Think/Pair/Share Venn diagram Round robin</i>	<i>Exit card with definitions in twitter length</i>	✓	For	✓	Teacher
							As		Student
							Of		Peer
<b>1. Intro Lesson</b> What is biodiversity and diagnostic (pre-assessment)  <b>Big Ideas</b>	2.5 use a variety of forms to communicate with different audiences and for a variety of purposes 3.2 demonstrate an understanding of biodiversity as the variety of life	By the end of this lesson, students will be able to share all the diversity they saw outside. Students will be able to complete a short pre assessment test that the teacher	I will know that I am successful when I am able to design a <b>Concept map</b> and write a <b>pre-assessment test</b> .	-Task Cards with the X sign -Journaling: Using their science journal -Diagnostic Paper -KWHL chart  Catering for <b>Visual, Auditory and</b>	Unit Diagnostic Test		For	✓	Teacher
						✓	As		Student
							Of		Peer

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<p>- Concept Map and Discussion - Diagnostic Test -First Entry for Scientific Journal -KWHL chart</p>	<p>on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them</p>	<p>can use to gauge what students are interested in and what they already know about biodiversity. As an <b>exit card</b> activity, they will write in their science journals about what they learned today and fill in a <b>KWHL</b> chart.</p>		<p><b>Kinaesthetic Learners</b></p>					
<p><b>2. Lesson 2</b></p> <p><b>Basic Concepts of Biodiversity</b></p> <p><b>Big Ideas</b></p> <p>1. Carousel and Discussion 2. Word Wall</p>	<p>1.2 assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished 2.4 use appropriate science and technology vocabulary, including classification, biodiversity, natural</p>	<p>By the end of this lesson, students will be able to participate in a <b>carousel</b>, where they will be able to rotate around the room and answer open-ended questions that pertain to biodiversity.</p> <p>Students will identify unit vocabulary and create a <b>word wall</b>. The overall</p>	<p>I will know I am successful when I am able to participate in the <b>carousel discussion</b> (Students will rotate and discuss with other students on the questions that were asked on the Carousel Table)</p> <p><b>-Word wall success criteria:</b></p>	<p>-Carousel (stations for discussion and brainstorming) -Discussion -Word Wall (individual) - Journaling: Using their science journal</p> <p>Catering for <b>Visual</b> and <b>Auditory</b> Learners</p>	<p>-Observation -Product</p>	<p>✓</p>	<p>For As Of</p>	<p>✓</p>	<p>Teacher Student Peer</p>

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	<p>community, interrelationships, vertebrate , invertebrate , stability , characteristics , and organism , in oral and written communication                  2.5 use a variety of forms to communicate with different audiences and for a variety of purposes                  3.2 demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical</p>	<p>learning goal of this lesson is for the students to be able use appropriate science and technology vocabulary to show they know what biodiversity is.</p>	<p><input type="checkbox"/> I wrote my word on the front of the card in large, neat letters.  <input type="checkbox"/> I gave a good definition of my word.  <input type="checkbox"/> I included an example of my word.  <input type="checkbox"/> I included a neatly-done picture.  <input type="checkbox"/> I used class time appropriately.</p>					
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	landscapes that support them 3.4 describe ways in which biodiversity within and among communities is important for maintaining the resilience of these communities 3.6 identify everyday products that come from a diversity of organisms								
<b>3. Lesson 3 - 'The Wump World'</b> This lesson will use a book to promote new and deeper understanding of human influence on ecosystems.	3.2 demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and	The lesson will help promote student's literacy skills through creative writing and drawing. Students will read the book and then rewrite the ending of the book.  By the end of the lesson students	I will know I am successful when I am able to write an alternative ending to the book. (Hand out sheets titled " <b>The Wump World</b> ". Read over with class) Depending on student	-Tiering is used here to see how ready the students are. Depending on their readiness they can do one or both activities. -Read Aloud -Think-Pair-Share - Journaling: Using their science journal	- Checklist - Co-creation of success criteria - Product (Written Assessment)	✓	For	✓	Teacher
							As		Student
							Of		Peer

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<p><i>‘The happy little wumps are the only inhabitants of a lush green planet, brimming with rivers, lakes, edible grasses, and bumbershoot trees. Strange blue creatures called Pollutians arrive, and the wumps are driven underground as their home is soon destroyed by giant machinery, freeways, and skyscrapers.’</i></p> <p><b>As Extension:</b> They can draw what that ending will look like.</p> <p><b>Big Ideas:</b> Promoting Literacy through Science.</p>	<p>among communities and the physical landscapes that support them</p> <p>3.4 describe ways in which biodiversity within and among communities is important for maintaining the resilience of these communities</p>	<p>will be able to think of ways that humans affect the environment. They will help to brainstorm a list on the board, as a class, and develop a concept map.</p> <p>2. After looking at cover, ask students to predict what the story will be about. Have a few students share their ideas with the class.</p> <p>3. Read the book to the class and put up the discussion questions on the board. Ask students to discuss with their elbow partner.</p>	<p>readiness, teacher may want to consider assigning both activities, or giving students a choice in the activity they complete.</p> <p>-Co-create success criteria with students on the smartboard.</p> <p>-Have students hand in their assignments, and assess according to the success criteria</p>	<p>Catering for <b>Visual and Auditory Learners</b></p>				
<p><b>4. Lesson 4 - Importance of Biodiversity</b></p> <p><b>Big Ideas:</b></p>	<p>1.1 analyse a local issue related to biodiversity, propose action that can be taken to preserve</p>	<p>By the end of this lesson students will have an interactive introduction to the importance of</p>	<p>I know I am successful when I help create a <i>‘Web of Life’</i></p>	<p>-Interactive lesson to cater for <b>Kinaesthetic/Visual learners</b></p>	<p>-Observation and Conversation with small groups</p>	<p>✓</p>	<p>For As Of</p>	<p>✓ Teacher Student Peer</p>



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<p><b>Web of Life Activity</b></p>	<p>biodiversity, and act on the proposal            1.2 assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished            3.4 describe ways in which biodiversity within and among communities is important for maintaining the resilience of these communities            3.5 describe interrelationships within species, between species and between species and their environment, and explain how these interrelationships</p>	<p>Biodiversity. Students will create a “Web of Life” through a game-like activity. They will then work in small groups to review and reflect on this activity before brainstorming some solutions. This reflection and brainstorming will assist them for their independent “Awareness Poster” assignment later this unit.</p>	<p>Interactive lesson.            (Each student will represent a ‘living thing’ They will use a ball of yarn and will throw it to the next person who represent something they depend on for survival. Through this lesson students get to see how living and non-living things are interconnected.)</p> <p>I am successful when I can answer the question ‘How can a small change affect life?’</p> <p>Students work in pairs to answer the following questions and jot their</p>	<p>-Brainstorming on Chart paper with a partner            - Journaling: Using their science journal</p>				
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	sustain biodiversity 3.7 explain how invasive species reduce biodiversity in local environments		answer on chart paper <i>a) How are we (humans) affecting the ecosystem?</i> <i>b) What can we do to help?</i> <i>Individually?</i> <i>Nationally?</i> <i>Globally?</i>						
<b>5. Lesson 5</b> <b><i>Classifying Animals</i></b>	3.5 describe interrelationships within species, between species and between species and their environment, and explain how these interrelationships sustain biodiversity 2.4 use appropriate science and technology vocabulary, including classification, biodiversity, natural	By the end of this lesson I will break down each category of animals and understand animal groups. <i>The teacher will then lead a discussion about the Animal groups, creating a word web on the white board as students discuss the characteristics and types of animals (Mammal, Bird, Amphibian,</i>	I know I am successful when I will fill out a graphic organizer, identifying and sorting the key information about each Animal group. I will also complete a worksheet on the groups of Animals. The worksheet will include definitions, some	Graphic Organizer  Worksheet	-Student Product	✓	For	✓	Teacher
							As	✓	Student
							Of		Peer

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	community, interrelationships, vertebrate, invertebrate, stability, characteristics, and organism, in oral and written communication	<i>Reptile, Fish, Insects).</i>	identification questions, and the “Animal Groups Quiz”						
<b>6. Lesson 6: The 5 Kingdoms</b>	2.4 use appropriate science and technology vocabulary, including classification, biodiversity, natural community, interrelationships, vertebrate, invertebrate, stability, characteristics, and organism, in oral and written communication  3.5 describe interrelationships within species, between species and between species and their	By the end of this lesson I will 1. Analyze and describe how and why organisms are classified according to shared characteristics. 2. Describe how the Linnaean System is used to classify organisms.	I will be successful when I will be able to use the modern classification system (Linnaean system) to identify and name a common organism.  Also, when I answer the following questions  1. How do scientists determine that organisms are related?	A PowerPoint presentation will be used to identify and describe the Five Kingdoms of living things. Working with the class, teacher will identify three main characteristics of each group, and give two examples.  Bean sort activity. <i>Students will be in groups of 2 and will receive a Ziploc bag containing 7 different types of dry beans, such as lima, lentils, pinto, navy, black, garbanzo, and kidney. The students will be directed to sort each of the beans based upon physical appearance. The</i>	Conversation Observation	✓	For	✓	Teacher
							As		Student
							Of	✓	Peer

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	environment, and explain how these interrelationships sustain biodiversity 3.6 identify everyday products that come from a diversity of organisms		2. Why are living things classified?  3. How are living things classified?	<i>teacher should walk around and observe the groups to make sure they are fully engaged with the activity and to answer any questions that may arise. After the groups have completed their sorting, students and teacher will have a whole class discussion based on the following questions: What tools did you use to organize the beans? Why is it helpful to organize or classify items?</i>					
<b>7. Lesson 7: Preserving Biodiversity</b>  <b>Big Ideas:</b> Poster Creation	1.1 analyse a local issue related to biodiversity, propose action that can be taken to preserve biodiversity, and act on the proposal 1.2 assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished	By the end of this lesson students will be introduced to endangered species through a video. Students have already been taught about the effects a disruption to an ecosystem can have. Students will use the internet to explore and research Endangered Species in Canada. Students	<b>Awareness Poster Creation:</b>  -Have students independently create an awareness poster promoting the preservation of these animals.  -Co-create success criteria with	<b>Graphic/Research Organizer</b>  Creativity  Use <b>Think-Pair-Share</b> to brainstorm about endangered species.  Catering for <b>Visual and Kinaesthetic</b> Learners	-Checklist -Product	✓	For		Teacher
							As		Student
							Of		Peer

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	<p>3.4 describe ways in which biodiversity within and among communities is important for maintaining the resilience of these communities</p> <p>3.5 describe interrelationships within species, between species and between species and their environment, and explain how these interrelationships sustain biodiversity</p> <p>3.7 explain how invasive species reduce biodiversity in local environments</p>	<p>will then demonstrate their understanding of the importance of these animals to the ecosystem and suggest ways to preserve biodiversity through creating an Awareness Poster. The finished posters will be hung around the school to inform their fellow students of the issue.</p>	<p>the class for this assignment.</p> <p><b>Success criteria may include the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I used the Research Organizer to research my animal.</li> <li><input type="checkbox"/> My poster is organized and neat.</li> <li><input type="checkbox"/> My poster has a clear message.</li> <li><input type="checkbox"/> I used class time appropriately</li> </ul>						
<p><b>8. Lesson 8: Culminating Task</b></p>	<p><b>Overall:</b> 1. assess human impacts on biodiversity, and</p>	<p>PHOTOGRAPHY PROJECT</p>	<p><input type="checkbox"/> Students will self-evaluate their ability to</p>				<p>For</p> <p>As</p> <p>Of</p>	<p>✓</p> <p>✓</p>	<p>Teacher</p> <p>Student</p> <p>Peer</p>

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<p>Students understand that three expectations will be evaluated through this culminating task.</p>	<p>identify ways of preserving biodiversity;                  2. investigate the characteristics of living things and classify diverse organisms according to specific characteristics;                  3. demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.</p>	<p style="text-align: center;">RESPONSE                  SCIENTIFIC                  JOURNAL</p>	<p>safely explore an ecosystem using the checklist                  “Self-Evaluation – Exploring an Ecosystem” □                  Teacher will evaluate the photo project using the rubric                  “Photography Project – What is Biodiversity?”</p> <p>Students are to submit the reflections they made at the end of each class. Response can be handwritten or typed.</p>					
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### Resources

<b>Reference list</b> (include any resources and references to be used)	
<b>Book:</b> "The Wump World"	
<b>Web Sites:</b> <a href="http://www.youtube.com/watch?v=V1VYmpTikgw">http://www.youtube.com/watch?v=V1VYmpTikgw</a> <a href="http://www.youtube.com/watch?v=8ya3vSva-nw">http://www.youtube.com/watch?v=8ya3vSva-nw</a> <a href="http://naturecanada.ca/endangered.asp">http://naturecanada.ca/endangered.asp</a> <a href="http://ed.ted.com/lessons/why-is-biodiversity-so-important-kim-preshoff">http://ed.ted.com/lessons/why-is-biodiversity-so-important-kim-preshoff</a> <a href="https://www.youtube.com/watch?v=vL9WZ9">https://www.youtube.com/watch?v=vL9WZ9</a>	
<b>Appendices Checklist</b>	
Please ensure that you have included the following:	
✓	Class profile
✓	Rationale for your unit plan (see syllabus for more information)
✓	Student Instruction handout for Summative Task
✓	Assessment of Learning tool for Summative Task, including scoring guide/answer key
✓	One detailed lesson plan (Lesson 1)
✓	Assessment for Learning tool
✓	Any handouts (e.g., graphic organizers, student checklists, accommodated materials, etc.) you will be using in the lesson

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## Rationale for Grade 6 Science Unit Plan

### Course Outline (from the curriculum document)

#### GRADE 6 | UNDERSTANDING LIFE SYSTEMS BIODIVERSITY OVERVIEW

Because all living things (including humans) are connected, maintaining biodiversity is critical to the health of the planet. Students will learn that biodiversity includes diversity among individuals, species, and ecosystems. Through observations of a specific habitat and the classification of organisms, students will have a first-hand opportunity to appreciate the diversity of living things while recognizing the roles and interactions of individual species within the whole.

Care must be taken to ensure that all students, including students with special education needs, have comparable opportunities to explore the natural world. When assessing human impacts on species and ecosystems, especially at a local level, students must be given opportunities to look at a variety of points of view. They should consider how and why the perspectives of developers, people concerned about the environment, and residents of the local community might be similar or different.

Through thoughtful consideration of various viewpoints and biases, students not only can look for ways in which people might come to agreement on how to minimize the negative impact of their actions, but also will be able to make more informed decisions about their own positions and about action they can take. In preparation for working outside the school, it is important that students be able to identify and demonstrate an understanding of practices that ensure their personal safety and the safety of others. This includes making the teacher aware of any potential personal dangers of being outside (e.g., allergic reactions to bee stings), knowing why it is important to wear clothing and footwear appropriate for the conditions, and staying within the area of study.

#### OVERALL EXPECTATIONS

By the end of Grade 6, students will:

1. assess human impacts on biodiversity, and identify ways of preserving biodiversity;
2. investigate the characteristics of living things, and classify diverse organisms according to specific characteristics;
3. demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.

**Unit Title:** Exploration of Biodiversity

**Grade:** 6

**Curriculum Documents:** The Ontario Curriculum, Science, Grade 1 to 8 (2007)



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### Unit Description:

This unit is an introduction to biodiversity. Students will learn about the human impacts on biodiversity and identify ways of preserving biodiversity. Students will investigate the characteristics of living things and classify diverse organisms according to specific features. Finally, students will understand the contributions of biodiversity to the stability of natural systems, and its benefits to humans.

### Prior Knowledge Required:

With the current media focus on environmental issues it is likely that students have some background in biodiversity and its importance; possibly without conscious awareness. Students have likely engaged with the natural environment in some context previously. A pre-unit test will be given to assess students' prior knowledge of biodiversity.

### Teaching/Learning Strategies Used:

- ✚ Activity based Strategies
- ✚ Arts Based Strategies
- ✚ Cooperative Strategies
- ✚ Direct Instruction Strategies
- ✚ Independent Learning Strategies
- ✚ Thinking Skills Strategies

### Unit Key/Guiding Questions:

1. What is biodiversity?
2. What are the human impacts on biodiversity?
3. How can we preserve biodiversity?
4. What benefits does biodiversity have to humans?
5. How does biodiversity contribute to the stability of natural systems?
6. What characteristics do live things have?

### Assessment and Evaluation

This reflects the principles, purposes, and guidelines outlined in Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (Ontario Ministry of Education, 2010). I need to make sure that students are supported in their learning while developing the skills and approaches to learning essential for success.

### Types of Assessment

I will make use of both formative and summative assessments in order to support student learning and gather information to report student achievement.

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