**Sequencing Rationale**

This Life Science unit is organized in regards to common habitats found in Ohio. While plants and animals could divide the content, it is better represented to discuss each habitat and include the plants and animals. Doing this will help the student understand what species of plants and animals live in each habitat, how they co-exist, and what is necessary for survival. This unit is best taught in the fall or spring as that is when the most drastic weather changes are occurring and the students can observe how the plants and animals are adapting as the seasons change.

 The first subunit is on the definition of “habitat.” Students must know how to define and know what habitats are made of before they are able to investigate habitats. This subunit will provide the basis and knowledge for what the rest of the unit is going to involve.

 The second subunit is “Grassland/Meadow Habitats.” This is the most familiar habitat for the students. It covers the fields, grassy areas by the school, and areas around their homes. This will help students to identify plants, animals, and their needs in their natural habitat through real-life experiences. Students will learn about what resources are available in this habitat and notice how resources have changed since spring has arrived.

 “Forest/Woods Habitat” is the third subunit. Some of the students will be familiar with this habitat, but not all. Once the students know what to look for in the field, they will be able to apply their knowledge to know what to look for in pictures, books, and videos on forests. In this subunit, students will be able to identify how plants and animals get the resources they need to survive, as well as how the woods have changed since winter, and why changes are made through the seasons. Students should also notice that many of the animals stayed in the habitat while some have returned.

 The fourth subunit is “Lakes/Rivers/Ponds Habitats.” Students will use their knowledge from the previous subunits to help them discover the plants and animals in water habitats. Students will be able to know why animals survive best in this habitat and why they do not live in others. Students will also learn how animals survive in the water habitat during all seasons.

 The final subunit is about animals and ethical treatment. By now, students will know what animals need to survive in each of Ohio’s major habitats. This subunit will encourage students to show proper treatment of animals. Students will need to know how to properly care for and handle pets, including providing the necessary food, water, and shelter. Students will also be able to create a proper habitat for an animal that is a part of Ohio’s habitats, such as a ladybug, mouse, and tadpole.