

## Module 2: Interacting with Community and Diversity

Module 2 of the Grade 4 *Community and Diversity* interdisciplinary unit takes students through learning experiences that focus on the interactions among plants, animals, and people. Students discover the vastness of cultural communities, including Aboriginal, francophone, and other cultural communities, in Manitoba. They identify how personal identity is influenced by cultural community. Students continue to focus on environmental stewardship and sustainability and on traditional cultural perspectives.

The two learning experiences (LEs) that make up Module 2 are described below.

LE Title	Estimated Time	LE Overview	Aboriginal Perspectives	Learning Centres
<b>M2.1: Adapting and Interacting</b>	500 minutes	Students explore the interactions among plants, animals, and people. They examine the concept of plant and animal adaptations, gathering information on a plant or an animal found in a habitat of the local area or in Manitoba. After identifying and explaining the structural and behavioural adaptations of a plant or an animal, students apply their learning to create a fictitious specimen that has the necessary adaptations to survive in the selected habitat. They conduct interviews to investigate environmental stewardship and sustainability within their homes, school, and community.	<ul style="list-style-type: none"> <li>Students read stories of animal adaptations from traditional cultural perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>BLM M2.1#1: Traditional Knowledge of Adaptations Learning Centre</li> <li>BLM M2.1#2: Food Webs Learning Centre</li> <li>BLM M2.1#4: What Are We Already Doing? Learning Centre</li> </ul>
<b>M2.2: Diverse Cultures</b>	420 minutes	Students experience the cultural diversity of Manitoba using the Jigsaw strategy to investigate cultural communities found in the province. They identify Aboriginal and/or francophone cultural communities in Manitoba, and create maps that indicate the locations of these communities. They reflect on how their personal identity is influenced by their cultural community. Students continue to study environmental stewardship and sustainability by gathering information on current practices at home and at school through interviews. They use the resulting information to create posters, which encourage further action from family members and the school community.	<ul style="list-style-type: none"> <li>Students identify Aboriginal communities in Manitoba.</li> <li>Students use the Jigsaw strategy to investigate cultural communities, including Aboriginal communities, across Manitoba.</li> </ul>	<ul style="list-style-type: none"> <li>BLM M2.2#1: At Home and at School Learning Centre</li> <li>BLM M2.2#3: Personal Identity Learning Centre</li> </ul>

