

Concepts Check - Caring for the Land

Grade 5/6 Science - Caring for the Land

Name: _____ Date: _____

1. Name the three main types of rock.

2. What is the rock cycle? One sentence.

3. Give one renewable and one non-renewable resource.

4. What is Two-Eyed Seeing? Explain in your own words.

5. What does interconnectedness mean in the environment?

6. Name one First Peoples sustainable practice.

7. Match each rock type to how it forms: igneous, sedimentary, metamorphic. (layers pressed together; cooled from melted rock; changed by heat and pressure)

8. Grade 6 challenge: name one way materials can be separated or extracted.

(Grade 6 / challenge)

Concepts Check - ANSWER KEY

Grade 5/6 Science - Caring for the Land

1. Name the three main types of rock.

Answer: Igneous, sedimentary, and metamorphic.

2. What is the rock cycle? One sentence.

Answer: The series of processes that create and change rocks over time (heat, pressure, weathering, melting, cooling).

3. Give one renewable and one non-renewable resource.

Answer: Renewable e.g. trees, water, salmon; non-renewable e.g. minerals, metals, coal, oil.

4. What is Two-Eyed Seeing? Explain in your own words.

Answer: Seeing with the strengths of Indigenous knowledge in one eye and Western science in the other, and using both together for the benefit of all.

5. What does interconnectedness mean in the environment?

Answer: Everything in the environment is connected, and we have a responsibility to care for it.

6. Name one First Peoples sustainable practice.

Answer: Any of: taking only what is needed, seasonal rounds, giving thanks and giving back (reciprocity).

7. Match each rock type to how it forms: igneous, sedimentary, metamorphic. (layers pressed together; cooled from melted rock; changed by heat and pressure)

Answer: Igneous = cooled from melted rock; Sedimentary = layers pressed together; Metamorphic = changed by heat and pressure.

8. Grade 6 challenge: name one way materials can be separated or extracted.

(Grade 6 / challenge)

Answer: Any of: sifting, filtering, panning, evaporation, heating; First Peoples methods such as rendering or leaching.

Unit Rubric - Caring for the Land

Grade 5/6 Science - Caring for the Land

Tied to the Science curricular competencies. Circle or highlight the level that best fits.

Criterion (competency)	Emerging (1)	Developing (2)	Proficient (3)	Extending (4)
Earth Materials and the Rock Cycle (questioning; analyzing)	Names few materials; rock cycle unclear.	Names some materials; part of the rock cycle.	Describes the rock cycle and sorts local earth materials.	Explains the rock cycle and links materials to their uses.
Resources and Sustainable Practices (evaluating implications)	Cannot yet sort renewable and non-renewable.	Sorts some resources; sustainability unclear.	Sorts resources and describes a sustainable practice.	Explains sustainable use and its impact on the future.
Two-Eyed Seeing and Interconnectedness (First Peoples knowledge as a source)	Uses one way of knowing; little connection.	Names both ways of knowing separately.	Brings science and First Peoples knowledge together respectfully.	Weaves both ways of knowing; explains interconnectedness or reciprocity.
Stewardship Plan and Communication (care for community; communicating)	Plan or presentation incomplete.	A basic plan; presentation unclear.	A clear plan that cares for the land, presented clearly.	A thoughtful plan with a science and a First Peoples reason; strong presentation.

Grade 6 extension: connect to how materials or resources are separated and extracted, including First Peoples methods.

Name: _____ Overall (out of 16): _____ Comment: _____

Student 'I Can' Tracker - Caring for the Land

Grade 5/6 Science - Caring for the Land

Name: _____ Colour or check a box for each 'I can' statement.

'I can' statement	Not yet	Getting there	Yes
Period 1 - Two Ways of Knowing the Land			
I can explain what Two-Eyed Seeing means in my own words.	[]	[]	[]
I can describe interconnectedness in the environment.	[]	[]	[]
I can give one example of Western science and one of First Peoples knowledge about the land.	[]	[]	[]
Period 2 - Earth's Materials and the Rock Cycle			
I can name the three main rock types and describe the rock cycle.	[]	[]	[]
I can sort local earth materials.	[]	[]	[]
I can give an example of how First Peoples used earth materials.	[]	[]	[]
Period 3 - Resources and Sustainable Practices			
I can tell renewable from non-renewable resources.	[]	[]	[]
I can describe a First Peoples sustainable practice.	[]	[]	[]
I can explain what sustainable use means for BC resources.	[]	[]	[]
Period 4 - Caring for the Land: A Stewardship Plan			
I can plan a local stewardship action using both ways of knowing.	[]	[]	[]
I can explain how my plan cares for the land and community.	[]	[]	[]
I can present my plan and give respectful feedback.	[]	[]	[]

One thing I am proud of: _____

One thing I want to get better at: _____

Teacher Observation Checklist - Caring for the Land

Grade 5/6 Science - Caring for the Land

Formative, anecdotal evidence across the four periods. Key: + strong, / developing, - needs support.

[illegible]

Practice Activity 1 - Two Ways of Knowing Chart

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Name: _____

Pick a topic about the land (for example: salmon, water, soil, or a local plant).

My topic: _____

Fill each eye with what it can tell us about your topic.

Western science eye	First Peoples knowledge eye

Two-Eyed Seeing: write one idea that uses BOTH eyes together.

Practice Activity 2 - Rock Cycle and Materials Sort

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Name: _____

Rock cycle: in each box, draw or describe how that rock type forms.

Igneous (cooled from melted rock)	Sedimentary (layers pressed together)	Metamorphic (changed by heat and pressure)

Earth materials sort: write each material where it belongs (natural vs made from earth materials).

Materials to sort: mineral, rock, clay, gravel, sand, soil

Fine (small pieces)	Coarse (large pieces)

One way First Peoples used an earth material: _____

Practice Activity 3 - Sustainable or Not?

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Name: _____

Write each action where it belongs. Add two of your own.

Actions: take only what you need, waste nothing, take more than you need, replant what you use, dump garbage in the river, give thanks and give back

Sustainable (cares for the future)	Not sustainable

Reciprocity means giving back to the land. Write one way you can give back:

Practice Activity 4 - Stewardship Plan

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Name: _____

Plan one way to care for a local place or resource, using both ways of knowing.

The place or problem I want to help:

A science idea I will use:

A First Peoples knowledge idea I will use:

My stewardship action (what I will do):

How my plan cares for the land and community:

Grade 6: add one science reason AND one First Peoples knowledge reason your plan will work.