

| Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN TEMPLATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                        |                        |
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| Page One - Curriculum Connection/Pedagogical Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                        |                        |
| Candidate/Intern:<br>Blake Clark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Unit dates:<br>TBD | Grade level(s):<br>5/6 | Subject(s):<br>Science |
| <b>Big Idea(s):</b><br><i>What will the students <u>UNDERSTAND</u>? What are the key question(s) to be addressed?</i><br>(Gr 5) Earth materials change as they move through the rock cycle and can be used as natural resources.<br>(Gr 6) Everyday materials are often mixtures.<br><i>Driving question: How can Western science and First Peoples knowledge work together (Two-Eyed Seeing) to understand Earth materials and care for the land?</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                    |                        |                        |
| <b>Curricular Competencies:</b><br><i>What will the students be able to <u>DO</u>? How will students reflect on their progress in acquiring and nurturing these skills?</i> <ul style="list-style-type: none"><li>• Experience and interpret the local environment.</li><li>• Identify First Peoples perspectives and knowledge as sources of information.</li><li>• Identify some of the social, ethical, and environmental implications of the findings from their own and others' investigations.</li><li>• Contribute to care for self, others, and community through personal or collaborative approaches.</li></ul>                                                                                                                                                                                                                                                                                                                    |                    |                        |                        |
| <b>Content:</b><br><i>What will the students <u>KNOW</u>? What content/concepts/key vocabulary will be the focus of this lesson sequence or unit of study?</i><br><b>Earth materials and resources (Gr 5):</b> <ul style="list-style-type: none"><li>• The rock cycle</li><li>• Local types of earth materials: mineral, rock, clay, gravel, sand, soil</li><li>• The nature of sustainable practices around BC resources</li></ul> <b>First Peoples knowledge (Gr 5/6):</b> <ul style="list-style-type: none"><li>• First Peoples concepts of interconnectedness in the environment</li><li>• First Peoples knowledge of sustainable practices</li><li>• Gr 6 extension: First Peoples knowledge of separation and extraction methods</li></ul> <b>Key vocabulary:</b> <ul style="list-style-type: none"><li>• Two-Eyed Seeing, interconnectedness, stewardship, sustainable practices, rock cycle, natural resource, reciprocity</li></ul> |                    |                        |                        |
| <b>Indigenous Perspectives:</b><br><i>How might Indigenous knowledges and ways of knowing be honoured and embedded authentically within this lesson sequence or unit of study?</i> <ul style="list-style-type: none"><li>• Learning supports the well-being of the self, the family, the community, and the land.</li><li>• Learning involves recognizing the consequences of one's actions.</li></ul> Built on Two-Eyed Seeing (Etuaptmumk, Mi'kmaw Elder Albert Marshall): Western science and First Peoples knowledge are held together as complementary strengths. Grounded in local Syilx / Okanagan interconnectedness and knowledge of sustainable practices; centre Elder and community voices with respect.                                                                                                                                                                                                                         |                    |                        |                        |
| <b>Inclusive and Equitable Practice:</b><br><i>How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?</i><br>Multiple entry points: hands-on sorting, visuals, story, and discussion. Gr 5 supported with picture cards and sentence starters; Gr 6 extended to separation and extraction. Students may share their own family or community connections to land; sharing is invited, never required.                                                                                                                                                                                                                                                             |                    |                        |                        |
| <b>/Collaborative Practice:</b><br><i>How will collaboration/co-planning/co-teaching be incorporated?</i><br>Shared with grade 5/6 partner classes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                    |                        |                        |
| <b>Safety Considerations:</b><br><i>Are there any lesson and/or venue specific safety issues to be noted?</i><br>Handle rock and earth-material samples safely (wash hands after, do not taste materials, use hand lenses with care). First Peoples knowledge is handled with respect.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                    |                        |                        |
| Assessment Design                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                        |                        |
| <b>What type of assessment might be embedded in this lesson sequence/unit of study?</b><br><b>Formative Assessment:</b> Assessment <i>for</i> Learning / <b>Summative Assessment:</b> Assessment <i>of</i> Learning;<br><b>Metacognition:</b> How are students reflecting on and monitoring their own learning?<br><b>Documentation/Evidence of Learning:</b> How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)<br>Formative: exit tickets, an observation checklist, and investigation check-ins across the four periods.<br>Summative: culminating stewardship plan (Lesson 4) that braids a science idea and a First Peoples knowledge idea, assessed with the unit rubric. Dates: TBD.                                                                                                                                                                              |                    |                        |                        |

| Okanagan School of Education - LESSON SEQUENCE/UNIT PLAN TEMPLATE |                                                                                                                                                                                                                                                                         |                                                                         |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Page Two - Lesson Layout                                          |                                                                                                                                                                                                                                                                         |                                                                         |
| Lesson #<br>Estimated Dates                                       | Overview of Teaching and Learning Activities                                                                                                                                                                                                                            | Teacher Preparation<br>Materials/<br>resources or<br>supplies<br>needed |
| TBD<br>(Period 1):<br>Unit Launch                                 | <b>Lesson 1:</b> Two Ways of Knowing the Land<br>Introduce Two-Eyed Seeing: Western science and First Peoples knowledge together.<br>Explore interconnectedness: everything in the environment is connected.<br>Launch the unit question and territory acknowledgement. | Native Land map<br>Two-Eyed Seeing visual<br>Chart paper                |
| TBD<br>(Period 2):                                                | <b>Lesson 2:</b> Earth's Materials and the Rock Cycle<br>Diagram the rock cycle and the three rock types.<br>Sort local earth materials and connect to First Peoples use.                                                                                               | Earth-material samples<br>Hand lenses<br>Rock cycle diagram             |
| TBD<br>(Period 3):                                                | <b>Lesson 3:</b> Resources and Sustainable Practices<br>Compare renewable and non-renewable resources.<br>Explore First Peoples sustainable practices and reciprocity.                                                                                                  | Resource cards<br>Four Food Chiefs story<br>Chart paper                 |
| TBD<br>(Period 4):                                                | <b>Lesson 4:</b> Caring for the Land: A Stewardship Plan<br>Plan a local stewardship action using both ways of knowing.<br>Present the plan and give respectful feedback.                                                                                               | Planning template<br>Feedback slips<br>Presentation supplies            |

# Okanagan School of Education - LESSON PLAN TEMPLATE

## Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:  
TBD

Grade Level/Subject(s): 5/6 / Science

### Lesson Title/Task Summary:

#### Lesson 1: Two Ways of Knowing the Land

Unit launch: Two-Eyed Seeing (Western science and First Peoples knowledge together) and interconnectedness in the environment.

#### Core (Sub) Competency:

**Critical and Reflective Thinking**  
**Social Awareness & Responsibility**

**Unit Focus: Grade 5/6 Science - Caring for the Land**

#### Big Idea(s):

What will the students UNDERSTAND? What are the key question(s) to be addressed?

(Gr 5) Earth materials change as they move through the rock cycle and can be used as natural resources.  
*How can two ways of knowing help us understand and care for the land?*

#### Curricular Competencies:

What will the students be able to DO? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can explain what Two-Eyed Seeing means in my own words.
2. I can describe interconnectedness: everything in the environment is connected.
3. I can give one example of Western science and one of First Peoples knowledge about the land.

#### Content:

What will the students KNOW? What content/concepts/key vocabulary will be the focus of this lesson?

1. First Peoples concepts of interconnectedness in the environment (Gr 5 content)
2. Two-Eyed Seeing: Western science and First Peoples knowledge together
3. Key vocabulary: Two-Eyed Seeing, interconnectedness, stewardship

#### Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning supports the well-being of the self, the family, the community, and the land.
2. Learning involves recognizing the consequences of one's actions.

Open with a territory acknowledgement; introduce Two-Eyed Seeing (Elder Albert Marshall) and local Syilx interconnectedness, treating community knowledge with respect.

#### Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Visuals, video, and discussion give entry points; Gr 5 and Gr 6 supported at their level.
2. Students may share their own family or community connections to land; sharing is invited, never required.

#### Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

#### Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No physical safety concerns. Handle First Peoples knowledge with respect and age-appropriate framing.

## Assessment Design

**What type of assessment might be embedded in this lesson?**

**Formative Assessment:** Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

**Formative:** printable exit ticket (Two-Eyed Seeing in my words; one example of each way of knowing).

**Metacognition:** How are students reflecting on and monitoring their own learning?

**What does it mean to care for the land?**

**Documentation/Evidence of Learning:** How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Exit tickets reviewed for understanding and respectful framing.

## Okanagan School of Education - LESSON PLAN TEMPLATE

### Page Two - Minute Minder

| Considerations for lesson planning: |                                                                                                                                                                                                              | Estimated time | Teaching and Learning Activities<br>What is the role of the teacher? What is the role of the students?                                                                                                                                                                                                                          | Teacher Preparation<br>(Materials/resources or supplies needed)                                                                                                                                                                                                                                                                                                  |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONNECT                             | <b>PART ONE</b><br><br><b>INTRODUCTION TO LESSON</b><br><br>Activate Prior Knowledge, Engage, Predict, Focus<br><br>How can I tap into students' interest, offer appropriate challenge, increase motivation? | 5/10 Minutes   | <ul style="list-style-type: none"> <li>• Territory acknowledgement; find our region on the Native Land map.</li> <li>• Introduce Two-Eyed Seeing with the two-eyes idea; discuss what each eye sees.</li> <li>• Ask: what does it mean that everything is connected?</li> </ul>                                                 | Native Land interactive map: <a href="https://native-land.ca/">https://native-land.ca/</a><br><br>Two-Eyed Seeing (Etuaptmumk), Elder Albert Marshall (teacher background):<br><a href="http://www.integrativescience.ca/Principles/TwoEyedSeeing/">http://www.integrativescience.ca/Principles/TwoEyedSeeing/</a>                                               |
|                                     | <b>PART TWO</b><br><br><b>BODY OF LESSON</b><br><br>Construct meaning, monitor understanding, process ideas<br><br>How will I help students interact with ideas they encounter?                              | 25/30 Minutes  | <ul style="list-style-type: none"> <li>• Explore Syilx interconnectedness with the Four Food Chiefs story (all living things).</li> <li>• Sort examples into two eyes: Western science and First Peoples knowledge about the land.</li> <li>• Class web: how are water, soil, plants, animals, and people connected?</li> </ul> | Syilx 101, How Food Was Given: Four Food Chiefs (Okanagan Nation Alliance): <a href="https://learn.syilx.org/">https://learn.syilx.org/</a><br><br>FNEESC Science First Peoples Teacher Resource Guide (Gr 5-9): <a href="https://www.fnesc.ca/science-first-peoples/">https://www.fnesc.ca/science-first-peoples/</a><br><br>Chart paper for the connection web |

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| TRANSFORM | <p><b><u>PART THREE</u></b></p> <p><b>CLOSURE OF LESSON</b></p> <p>Apply knowledge; reflect on thinking and learning</p> <p>How can I provide learners with alternative ways to demonstrate what they know?</p> | 5/10 Minutes | <ul style="list-style-type: none"><li>• Exit ticket (printable): Two-Eyed Seeing in my words; one example of each way of knowing.</li><li>• Add one connection to the class interconnectedness web.</li></ul> | <p>Exit ticket handout (printable)</p> <p>Two Ways of Knowing chart (Practice Activity 1)</p> |
|           |                                                                                                                                                                                                                 |              |                                                                                                                                                                                                               |                                                                                               |



# Exit Ticket

## Lesson 1: Two Ways of Knowing the Land

*5/6 Science - Caring for the Land*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. In your own words, what is Two-Eyed Seeing?**

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**2. Give one example of what Western science tells us and one thing First Peoples knowledge tells us about the land.**

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**3. What is interconnectedness? Give one example. One sentence.**

*(Grade 6 / challenge)*

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**Self-check: Today I can explain Two-Eyed Seeing in my own words.**

☐ Yes, on my own    ☐ Getting there    ☐ I need more help

# Practice Activity 1 - Two Ways of Knowing Chart

Grade 5/6 Science - Caring for the Land

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.

# Okanagan School of Education - LESSON PLAN TEMPLATE

## Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:  
TBD

Grade Level/Subject(s): 5/6 / Science

### Lesson Title/Task Summary:

#### Lesson 2: Earth's Materials and the Rock Cycle

How earth materials form and change through the rock cycle, the local types of earth materials, and how First Peoples used them.

#### Core (Sub) Competency:

**Critical and Reflective Thinking**  
**Communicating**

**Unit Focus: Grade 5/6 Science - Caring for the Land**

#### Big Idea(s):

What will the students **UNDERSTAND**? What are the key question(s) to be addressed?

(Gr 5) Earth materials change as they move through the rock cycle and can be used as natural resources.  
*How do earth materials form and change, and how have people used them?*

#### Curricular Competencies:

What will the students be able to **DO**? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can name the three main rock types and describe the rock cycle.
2. I can sort local earth materials such as mineral, rock, clay, sand, and soil.
3. I can give an example of how First Peoples used earth materials.

#### Content:

What will the students **KNOW**? What content/concepts/key vocabulary will be the focus of this lesson?

1. The rock cycle (Gr 5 content)
2. Local types of earth materials: mineral, rock, clay, gravel, sand, soil
3. Key vocabulary: rock cycle, igneous, sedimentary, metamorphic, mineral

#### Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning is embedded in memory, history, and story.
2. Learning involves patience and time.

First Peoples have long used earth materials such as ochre, clay, and stone with care; connect the rock cycle to local materials and their respectful use.

#### Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Hands-on sorting with real samples and hand lenses gives every learner a way in.
2. Picture cards and vocabulary supports for Gr 5; Gr 6 explain how materials are separated or extracted.

#### Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

#### Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

Handle rock and earth-material samples safely: wash hands after, do not taste materials, use hand lenses with care.

## Assessment Design

**What type of assessment might be embedded in this lesson?**

**Formative Assessment:** Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

**Formative:** printable exit ticket (rock cycle; sort two materials; one First Peoples use).

**Metacognition:** How are students reflecting on and monitoring their own learning?

**Which earth material would you choose for a tool, and why?**

**Documentation/Evidence of Learning:** How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Exit tickets and sorting reviewed.

## Okanagan School of Education - LESSON PLAN TEMPLATE

### Page Two - Minute Minder

| Considerations for lesson planning: |                                                                                                                                                                                                              | Estimated time | Teaching and Learning Activities<br>What is the role of the teacher? What is the role of the students?                                                                                                                                                                               | Teacher Preparation<br>(Materials/resources or supplies needed)                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONNECT                             | <b>PART ONE</b><br><br><b>INTRODUCTION TO LESSON</b><br><br>Activate Prior Knowledge, Engage, Predict, Focus<br><br>How can I tap into students' interest, offer appropriate challenge, increase motivation? | 5/10 Minutes   | <ul style="list-style-type: none"> <li>Pass around earth-material samples; ask: where does this come from?</li> <li>Read or watch the rock cycle overview together.</li> <li>Quick chat: what could change a rock into another kind of rock?</li> </ul>                              | National Geographic Education, The Rock Cycle (article + diagram):<br><a href="https://education.nationalgeographic.org/resource/rock-cycle/">https://education.nationalgeographic.org/resource/rock-cycle/</a>                                                                                                                                                                                                                 |
|                                     | <b>PART TWO</b><br><br><b>BODY OF LESSON</b><br><br>Construct meaning, monitor understanding, process ideas<br><br>How will I help students interact with ideas they encounter?                              | 25/30 Minutes  | <ul style="list-style-type: none"> <li>Diagram the rock cycle: igneous, sedimentary, and metamorphic.</li> <li>Sort local earth materials: mineral, rock, clay, gravel, sand, soil.</li> <li>Discuss how First Peoples used earth materials (ochre, clay, stone) and why.</li> </ul> | Earth-material samples, hand lenses, sorting mats<br><br>National Geographic Education, The Rock Cycle:<br><a href="https://education.nationalgeographic.org/resource/rock-cycle/">https://education.nationalgeographic.org/resource/rock-cycle/</a><br><br>FNEsc Science First Peoples (First Peoples use of materials): <a href="https://www.fnesc.ca/science-first-peoples/">https://www.fnesc.ca/science-first-peoples/</a> |

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| TRANSFORM | <p><b><u>PART THREE</u></b></p> <p><b>CLOSURE OF LESSON</b></p> <p>Apply knowledge; reflect on thinking and learning</p> <p>How can I provide learners with alternative ways to demonstrate what they know?</p> | 5/10<br>Minutes | <ul style="list-style-type: none"><li>• Exit ticket (printable): order the rock cycle; sort two materials; one First Peoples use.</li><li>• Label a rock cycle diagram in your notebook.</li></ul> | <p>Exit ticket handout (printable)</p> <p>Rock cycle and materials sort (Practice Activity 2)</p> |
|           |                                                                                                                                                                                                                 |                 |                                                                                                                                                                                                    |                                                                                                   |



# Exit Ticket

## Lesson 2: Earth's Materials and the Rock Cycle

*5/6 Science - Caring for the Land*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Name the three main rock types.**

\_\_\_\_\_

**2. Sort these into earth materials by drawing a line: clay, sand, soil, rock.**

\_\_\_\_\_

\_\_\_\_\_

**3. Name one earth material First Peoples used and what they used it for. One sentence.**

*(Grade 6 / challenge)*

\_\_\_\_\_

\_\_\_\_\_

**Self-check: Today I can describe the rock cycle and sort earth materials.**

[ ] Yes, on my own    [ ] Getting there    [ ] I need more help

# Practice Activity 2 - Rock Cycle and Materials Sort

Grade 5/6 Science - Caring for the Land

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: \_\_\_\_\_

# Okanagan School of Education - LESSON PLAN TEMPLATE

## Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:  
TBD

Grade Level/Subject(s): 5/6 / Science

### Lesson Title/Task Summary:

#### Lesson 3: Resources and Sustainable Practices

Renewable and non-renewable resources, sustainable use of BC resources, and First Peoples sustainable practices and reciprocity.

Core (Sub) Competency:  
Social Awareness & Responsibility  
Critical and Reflective Thinking

Unit Focus: Grade 5/6 Science - Caring for the Land

### Big Idea(s):

What will the students **UNDERSTAND**? What are the key question(s) to be addressed?

(Gr 5) Earth materials change as they move through the rock cycle and can be used as natural resources.  
*How can we use resources so there are enough for the future?*

### Curricular Competencies:

What will the students be able to **DO**? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can tell the difference between renewable and non-renewable resources.
2. I can describe a First Peoples sustainable practice.
3. I can explain what sustainable use means for BC resources.

### Content:

What will the students **KNOW**? What content/concepts/key vocabulary will be the focus of this lesson?

1. The nature of sustainable practices around BC resources (Gr 5 content)
2. First Peoples knowledge of sustainable practices
3. Key vocabulary: natural resource, renewable, non-renewable, sustainable, reciprocity

### Indigenous Perspectives:

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves recognizing the consequences of one's actions.
2. Learning supports the well-being of the self, the family, the community, and the land.

First Peoples sustainable practices (seasonal rounds, taking only what is needed, giving thanks and giving back) model reciprocity with the land.

### Inclusive and Equitable Practice:

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. Resource cards and a story give visual and narrative entry points.
2. Sentence starters for Gr 5; Gr 6 connect to how resources are separated or extracted.

### Collaborative Practice:

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

### Safety Considerations:

Are there any lesson and/or venue specific safety issues to be noted?

No physical safety concerns. Handle land-use and community topics with respect.

## Assessment Design

What type of assessment might be embedded in this lesson?

**Formative Assessment:** Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

**Formative:** printable exit ticket (renewable vs non-renewable; one sustainable practice).

**Metacognition:** How are students reflecting on and monitoring their own learning?

What is one way your family or community reuses or cares for resources?

**Documentation/Evidence of Learning:** How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

Exit tickets reviewed.

## Okanagan School of Education - LESSON PLAN TEMPLATE

### Page Two - Minute Minder

| Considerations for lesson planning: |                                                                                                                                                                                                              | Estimated time | Teaching and Learning Activities<br>What is the role of the teacher? What is the role of the students?                                                                                                                                                                                                              | Teacher Preparation<br>(Materials/resources or supplies needed)                                                                                                                                                                                                                                             |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONNECT                             | <b>PART ONE</b><br><br><b>INTRODUCTION TO LESSON</b><br><br>Activate Prior Knowledge, Engage, Predict, Focus<br><br>How can I tap into students' interest, offer appropriate challenge, increase motivation? | 5/10 Minutes   | <ul style="list-style-type: none"> <li>Sort resource cards: which come from the land? which run out?</li> <li>Introduce renewable and non-renewable resources.</li> <li>Ask: what happens if we take more than the land can give?</li> </ul>                                                                        | Resource sorting cards (renewable / non-renewable)                                                                                                                                                                                                                                                          |
|                                     | <b>PART TWO</b><br><br><b>BODY OF LESSON</b><br><br>Construct meaning, monitor understanding, process ideas<br><br>How will I help students interact with ideas they encounter?                              | 25/30 Minutes  | <ul style="list-style-type: none"> <li>Explore First Peoples sustainable practices with the Four Food Chiefs and seasonal rounds.</li> <li>Compare take-only-what-you-need with take-as-much-as-you-can; discuss reciprocity.</li> <li>List ways BC manages living and non-living resources sustainably.</li> </ul> | Sylx 101, How Food Was Given: Four Food Chiefs (Okanagan Nation Alliance): <a href="https://learn.sylx.org/">https://learn.sylx.org/</a><br><br>FNEESC Science First Peoples (sustainable practices): <a href="https://www.fnesc.ca/science-first-peoples/">https://www.fnesc.ca/science-first-peoples/</a> |

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| TRANSFORM | <p><b><u>PART THREE</u></b></p> <p><b>CLOSURE OF LESSON</b></p> <p>Apply knowledge; reflect on thinking and learning</p> <p>How can I provide learners with alternative ways to demonstrate what they know?</p> | 5/10<br>Minutes | <ul style="list-style-type: none"><li>• Exit ticket (printable): renewable vs non-renewable; one sustainable practice.</li><li>• Write one thing you can do to use a resource sustainably.</li></ul> | <p>Exit ticket handout (printable)</p> <p>Sustainable or not? sorting sheet (Practice Activity 3)</p> |
|           |                                                                                                                                                                                                                 |                 |                                                                                                                                                                                                      |                                                                                                       |



# Exit Ticket

## Lesson 3: Resources and Sustainable Practices

*5/6 Science - Caring for the Land*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Give one renewable and one non-renewable resource.**

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**2. Name one First Peoples sustainable practice.**

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**3. What does reciprocity (giving back to the land) mean? One sentence.**

*(Grade 6 / challenge)*

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**Self-check: Today I can describe a sustainable practice.**

[ ] Yes, on my own    [ ] Getting there    [ ] I need more help

# Practice Activity 3 - Sustainable or Not?

Grade 5/6 Science - Caring for the Land

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:

# Okanagan School of Education - LESSON PLAN TEMPLATE

## Page One - Curriculum Connection/Pedagogical Plan

Candidate/Intern: Blake Clark

Lesson date:  
TBD

Grade Level/Subject(s): 5/6 / Science

### Lesson Title/Task Summary:

#### Lesson 4: Caring for the Land - A Stewardship Plan

Students braid a science idea and a First Peoples knowledge idea into a local stewardship plan, then present it and reflect.

**Core (Sub) Competency:**  
**Social Awareness & Responsibility**  
**Communicating**

**Unit Focus: Grade 5/6 Science - Caring for the Land**

### **Big Idea(s):**

What will the students **UNDERSTAND**? What are the key question(s) to be addressed?

(Gr 5) Earth materials change as they move through the rock cycle and can be used as natural resources.

*How can I use both ways of knowing to care for the land where I live?*

### **Curricular Competencies:**

What will the students be able to **DO**? What skills are being taught? Are learning targets or "I can..." statements written in student-friendly language?

1. I can plan a local stewardship action using both ways of knowing.
2. I can explain how my plan cares for the land and the community.
3. I can present my plan clearly and give respectful feedback.

### **Content:**

What will the students **KNOW**? What content/concepts/key vocabulary will be the focus of this lesson?

1. First Peoples concepts of interconnectedness and sustainable practices (Gr 5 content)
2. Contribute to care for self, others, and community
3. Key vocabulary: stewardship, Two-Eyed Seeing, sustainable, reciprocity

### **Indigenous Perspectives:**

How might "Indigenous knowledges and ways of knowing and being" be honoured and embedded authentically into the lesson?

1. Learning involves recognizing the consequences of one's actions.
2. Learning supports the well-being of the self, the family, the community, and the land.

The stewardship plan puts Two-Eyed Seeing into action: students braid science and First Peoples knowledge to care for a real local place.

### **Inclusive and Equitable Practice:**

How is a safe and caring environment provided (emotional/physical)? Are there considerations for diverse interests/abilities? Are there access points for all learners and alternative ways to demonstrate what they know/can do? What grouping strategies are incorporated? Do students see themselves reflected in the learning?

1. A planning template and sentence starters scaffold the task; students may present in writing, speech, poster, or a recording.
2. Flexible grouping; Gr 6 add a science reason and a First Peoples knowledge reason.

### **Collaborative Practice:**

How might collaboration/co-planning/co-teaching be incorporated?

Shared with grade 5/6 partner classes.

### **Safety Considerations:**

Are there any lesson and/or venue specific safety issues to be noted?

No physical safety concerns. Feedback is kind and respectful.

## Assessment Design

**What type of assessment might be embedded in this lesson?**

**Formative Assessment:** Assessment *for* Learning / **Summative Assessment:** Assessment *of* Learning.

**Summative:** *stewardship plan assessed with the unit rubric; printable exit ticket / self-assessment.*

**Metacognition:** How are students reflecting on and monitoring their own learning?

**What is one way your plan cares for the land?**

**Documentation/Evidence of Learning:** How will student learning be documented and shared (learning maps, rubrics, math journals, online documentation, etc.)

*Stewardship plans, rubrics, and self-assessments collected.*

## Okanagan School of Education - LESSON PLAN TEMPLATE

### Page Two - Minute Minder

| Considerations for lesson planning: |                                                                                                                                                                                                                     | Estimated time | Teaching and Learning Activities<br>What is the role of the teacher? What is the role of the students?                                                                                                                                                                                                          | Teacher Preparation<br>(Materials/resources or supplies needed)     |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| CONNECT                             | <b><u>PART ONE</u></b><br><br><b>INTRODUCTION TO LESSON</b><br><br>Activate Prior Knowledge, Engage, Predict, Focus<br><br>How can I tap into students' interest, offer appropriate challenge, increase motivation? | 5/10 Minutes   | <ul style="list-style-type: none"> <li>Revisit the unit question and the Two-Eyed Seeing idea.</li> <li>Model a stewardship plan using both eyes.</li> <li>Choose a local place or resource to care for.</li> </ul>                                                                                             | Stewardship plan template (Practice Activity 4)                     |
|                                     | <b><u>PART TWO</u></b><br><br><b>BODY OF LESSON</b><br><br>Construct meaning, monitor understanding, process ideas<br><br>How will I help students interact with ideas they encounter?                              | 25/30 Minutes  | <ul style="list-style-type: none"> <li>Plan a local stewardship action: the problem, a science idea, a First Peoples knowledge idea, and the action.</li> <li>Prepare a short way to share the plan (poster, talk, or recording).</li> <li>Presentations or gallery walk: give two stars and a wish.</li> </ul> | Stewardship plan handout<br><br>Two stars and a wish feedback slips |

|           |                                                                                                                                                                                                                 |                 |                                                                                                                                                                                                                     |                                                   |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| TRANSFORM | <p><b><u>PART THREE</u></b></p> <p><b>CLOSURE OF LESSON</b></p> <p>Apply knowledge; reflect on thinking and learning</p> <p>How can I provide learners with alternative ways to demonstrate what they know?</p> | 5/10<br>Minutes | <ul style="list-style-type: none"><li>• Exit ticket / self-assessment (printable): reflect on my plan and my learning.</li><li>• Class reflection: how did two ways of knowing help us care for the land?</li></ul> | Exit ticket / self-assessment handout (printable) |
|           |                                                                                                                                                                                                                 |                 |                                                                                                                                                                                                                     |                                                   |



# Exit Ticket

## Lesson 4: Caring for the Land - A Stewardship Plan

*5/6 Science - Caring for the Land*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. In one sentence, what is your stewardship plan?**

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**2. Name one science idea and one First Peoples knowledge idea in your plan.**

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**3. How does your plan show interconnectedness or reciprocity? One sentence.**

*(Grade 6 / challenge)*

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**Self-check: Today I can use both ways of knowing to care for the land.**

[ ] Yes, on my own    [ ] Getting there    [ ] I need more help

# Practice Activity 4 - Stewardship Plan

*Grade 5/6 Science - Caring for the Land*

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:**

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**A science idea I will use:**

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**A First Peoples knowledge idea I will use:**

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**My stewardship action (what I will do):**

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**How my plan cares for the land and community:**

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

# Concepts Check - Caring for the Land

*Grade 5/6 Science - Caring for the Land*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Name the three main types of rock.**

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**2. What is the rock cycle? One sentence.**

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

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

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**5. What does interconnectedness mean in the environment?**

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**6. Name one First Peoples sustainable practice.**

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

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

*(Grade 6 / challenge)*

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# 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)                                                                     |
|----------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Earth Materials and the Rock Cycle</b><br>(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.                        |
| <b>Resources and Sustainable Practices</b><br>(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.                            |
| <b>Two-Eyed Seeing and Interconnectedness</b><br>(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.          |
| <b>Stewardship Plan and Communication</b><br>(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 |
|----------------------------------------------------------------------------------------------|---------|---------------|-----|
| <b>Period 1 - Two Ways of Knowing the Land</b>                                               |         |               |     |
| 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. | [ ]     | [ ]           | [ ] |
| <b>Period 2 - Earth's Materials and the Rock Cycle</b>                                       |         |               |     |
| 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.                             | [ ]     | [ ]           | [ ] |
| <b>Period 3 - Resources and Sustainable Practices</b>                                        |         |               |     |
| 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.                                   | [ ]     | [ ]           | [ ] |
| <b>Period 4 - Caring for the Land: A Stewardship Plan</b>                                    |         |               |     |
| 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]