

**Vancouver Island University Faculty of Education**  
**YEAR 5 B. Ed- FRAMEWORK PLANNING MATRIX**

Part 1

<b>Grade(s):</b> 5	<b>Title of Unit:</b> Earth`s Resources
<b>Overview of Unit Topic/Theme:</b> a) Provide an overall picture of the unit of study; and b) identify key unit concepts (2 -5).	
In this unit of study students will gain an understanding of B.C.`s renewable and non-renewable resources. Students will examine the different types of natural resources and where natural resources are found in Canada. Students will also learn about Aboriginal interconnectedness with the land, the environmental impact of using natural resources and how to reduce, reuse, and recycle. Students will study the First Nations perspective for caretaking and conservation.	
Key concepts	
<b>Students will be able to:</b>	
LO1 Identify B.C.`s resources	
LO2 Describe the environmental impact human beings have on the earth	
LO3 Identify renewable resources and non-renewable resources	
LO4 Describe Aboriginal concepts of interconnectedness	
LO5 Identify where natural resources are located in Canada	
LO6 Describe the location of natural resources within BC and Canada, including fish and marine resources, forests, minerals, energy resources	
<b>Rationale for Unit:</b> Why are you teaching this unit and how is it relevant to the students at this point in time?	
It is extremely important for students to understand what resources are, what natural resources are found in British Columbia, how these resources are extracted, and what these resources are used for. With major environmental concerns coming from the scientific community it is important for students to know what the impacts of using natural resources are on their environment, community, and lives.	
<b>List the Provincial Learning Outcomes (PLOs):</b>	
<b>Science:</b>	
- analyze how B.C.`s living and non-living resources are used	
-analyze how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources	
-describe potential environmental impacts of using B.C.`s living and non-living resources	
<b>Social Studies:</b>	
-A2 use maps and timelines to locate, interpret, and represent major physical, political, and economic features or BC and Canada	
-A4 create a presentation on a selected topic	
-E2 describe the location of natural resources within BC and Canada, including fish and marine resources, forests, minerals, energy resources	
-E3 explain why sustainability is important	

**Culminating Task(s):** Briefly describe the culminating task(s) that will provide a demonstration and/or celebration of student learning.

Students will create an inquiry presentation for the class based on environmental issues of their choice .The students may present this as a poster board or a power point presentation if they wish.

Students will also hand in a map of Canada`s resources and where they are found.

a) Ongoing formative assessment:

- Participation
- Contributing to class discussion
- Worksheets

b) Summative culminating task(s):

portfolio to showcase all of the work done throughout the unit

Using the information discussed and explored the students will demonstrate verbally, with a poster, or in a written paragraph how they personally can do their part to conserve our resources.

**Resources:** What resources will you use in this unit?

- The Sign of the Beaver by Elizabeth George Spear. This historical fiction covers how the First Nations Peoples respect and use resources.
- Farmer Boy by Laura Ingalls Wilder– this historical fiction novel covers topics such as the use of resources and historic harvesting practices.
- Science Probe 5
- “The Elders Are Watching” by David Bouchard and Roy Henry Vickers
- Computers and library for research

Part 2

Learning Outcomes	Description of Learning Activities & Strategies	Assessment Method/Tool	Assessment Criteria
<p>What are the unit level learning outcomes? What do you want students to learn/understand/appreciate?</p>	<p>What teaching strategies &amp; activities will you utilize to enable students to achieve the learning outcomes?</p>	<p>What method (e.g. write/say/do) and tool/instrument will you use to collect evidence of the learning?</p>	<p>By what criteria do you decide that the outcome has been successfully met? What will you look for in the evidence?</p>
<p>Students will be able to:</p> <p>LO1 Identify B.C.'s resources</p>	<p><b>Lesson 1: Introduction to Natural Resources</b></p> <p>Students discuss what they already know about B.C.'s resources and establish a context for learning</p> <p>Students will then, in small groups, brainstorm different products found in their classroom and collectively determine the resources from which each is made using a graph.</p> <p>The class and I will then discuss results and which two resources are used the most in the number of classroom products</p>	<p><b>SAY:</b> Class discussion</p> <p><b>Write/Say:</b> Complete graph</p> <p><b>SAY:</b> Class discussion</p>	<p>Students will participate in the class discussion about B.C's Natural Resources by actively listening or contributing.</p> <p>Students will correctly complete the graph by identifying BC's resources found in products in the classroom.</p> <p>Students will participate in the class discussion about BC Natural resources by actively listening or contributing.</p>

<p><b>Students will be able to:</b></p> <p><b>LO1</b> Identify B.C's resources</p> <p><b>LO3</b> Identify renewable and non-renewable resources.</p> <p><b>LO 5</b> describe the location of natural resources within BC and Canada, including fish and marine resources, forests, minerals, energy resources</p>	<p><b>Lesson 2: Introduction to Canada's resources- Where they are found in Canada.</b></p> <p>In this lesson students will read from their S.S. text books together as a class.</p> <p>I will then lead a discussion on the resources in our country.</p> <p>Next, I will hand students maps of Canada and have them</p>	<p><b>SAY:</b> Class discussion</p> <p><b>Write:</b> Students will sort natural resources into two groups, renewable and non-renewable resources.</p> <p><b>SAY:</b> Class discussion</p>	<p>Students will participate in the class discussion about renewable or non-renewable resources by actively listening or contributing.</p> <p>Students will correctly sort Natural resources into two groups renewable and non-renewable resources.</p> <p>Students will participate in the class discussion about renewable and non-renewable resources by actively listening or contributing.</p>
<p><b>Students will be able to:</b></p> <p><b>LO1</b> Identify B.C's resources</p> <p><b>LO3</b> Identify renewable and non-renewable resources.</p>	<p><b>Lesson 3: Living vs. Non-Living Resources</b></p> <p>In this lesson students will learn about living and non-living resources.</p> <p>First I will start off by asking the class to tell me what they think these two terms mean. We will have a class discussion on this.</p>	<p><b>SAY:</b> Class discussion</p> <p><b>WRITE:</b> Students will sort natural resources into two groups living vs. non-living resources</p> <p><b>SAY:</b> Class discussion</p>	<p>Students will participate in the class discussion about living vs. non-living resources by actively listening or contributing.</p> <p>Students will correctly sort Natural resources into two groups living vs. non-living</p> <p>Students will participate in the class discussion about living vs.</p>

	<p>Next, in pairs students will sort the same list on natural resources created the lesson before into the two groups.</p> <p>As a class we will discuss each natural resource and why it is either living or non-living.</p> <p>Students will then complete a worksheet based on all the information learned so far for assessment purposes.</p>	<p><b>WRITE:</b> Students will complete a worksheet based on natural resources, renewable and non-renewable resources, and living and non-living resources.</p>	<p>non-living resources by actively listening or contributing.</p> <p>Students will correctly complete a worksheet based on Natural resources, renewable and non-renewable resources, and living and non-living resources</p>
<p><b>Students will be able to:</b></p> <p>LO1 Identify B.C.'s resources and where they are found</p>	<p><b>Lesson 4: Resources in our area</b></p> <p>In this lesson students will start a map locating the different types of natural resources found in B.C. ( a continuation of lesson 2)</p> <p>Next students will predict through a class brainstorm all the resources on Vancouver Island.</p> <p>Students will then watch a video on B.C.s resources and while taking notes.</p>	<p><b>WRITE:</b> Students will begin labeling a map of B.C.`s natural resources.</p> <p><b>SAY:</b> group discussion and brainstorming.</p> <p><b>DO:</b> make predictions</p> <p><b>DO:</b> Watch video</p> <p><b>WRITE:</b> take "key-notes" while viewing video.</p>	<p>Students will correctly identify B.C`s natural resources and where they are located.</p> <p>Contribute to class discussion.</p> <p>Apply previous knowledge and make predictions about local resources.</p> <p>Actively view video and take notes on key points and content.</p>
<p><b>Students will be able to:</b></p> <p><b>LO1</b> Identify B.C's resources</p> <p><b>LO3</b> Identify renewable and non-renewable resources.</p>	<p><b>Lesson 5: Renewable and non-renewable <i>continued</i></b></p> <p>Students will be asked to use information from previous lessons to answer a worksheet discussing the difference between these resources.</p>	<p><b>SAY:</b> class discussion</p> <p><b>DO:</b> collaborate ideas, thoughts and predictions in groups</p> <p><b>WRITE:</b> Each group will record their</p>	<p>Students will work on task to engage in class discussion.</p> <p>Cooperatively work together to collaborate ideas.</p> <p>Effectively record the results</p>

	<p>Next, in table groups, students will Make predictions on all the pro`s and con`s for each.</p> <p>Groups will record their work.</p>	<p>results of their work.</p>	<p>from their table group. Add points or make changes after we review.</p>
<p><b>Students will be able to:</b> LO1 Identify B.C.`s resources</p> <p>LO2 Describe the environmental impact human beings have on the earth</p> <p>LO3 Identify renewable resources and non-renewable resources</p>	<p><b>Lesson 6: Conserving resources</b></p> <p>Ask class to individually write how and why we should conserve our resources (gathering prior knowledge)</p> <p>Next have a group discussion around this information.</p> <p>Show a short video on the importance of conserving resources.</p> <p>End with students adding information to their points made at the beginning.</p>	<p><b>WRITE:</b> record background information on this topic.</p> <p><b>SAY:</b> group discussion.</p> <p><b>DO:</b> watch video</p> <p><b>WRITE:</b> add information to their paper</p>	<p>Students will use prior knowledge to summarize and write down what they know</p> <p>Students will collaborate and construct meaning through a discussion.</p> <p>Record and reorganize their information, ready to add to their portfolios</p>
<p><b>Students will be able to:</b> LO4 Describe Aboriginal concepts of interconnectedness</p>	<p><b>Lesson 7: Aboriginal connectedness to the land</b></p> <p>In this lesson students will read about Aboriginal connections to the land and why it is so important to them.</p> <p>I will start by asking the class what interconnectedness is and why it is important. Have them write this down.</p>	<p><b>DO:</b> read from the Social Studies text book together as class and discuss.</p> <p><b>WRITE:</b> record and summarize interconnectedness</p> <p><b>SAY/DO:</b> collaborate ideas together and record. Present this information to the class.</p>	<p>Demonstrate active listening and reading skills.</p> <p>On-task behaviour as they work independently at their desks.</p> <p>Cooperative engaged work while working together.</p>

	<p>In table groups have students collaborate their notes, thoughts, and feelings around this connection with the land and share with the class</p>		<p>Showing good audience behaviour.</p>
<p><b>Students will be able to:</b>                  LO1 Identify B.C.'s resources                   LO2 Describe the environmental impact human beings have on the earth                   LO3 Identify renewable resources and non-renewable resources</p>	<p><b>Lesson 8: The Impact of using Resources</b>                   Students will create a web of different impacts resources have on the earth.                   Discuss as a class.                   Complete a worksheet answering questions about pollution and environmental impacts</p>	<p><b>DO:</b> create a web   <b>SAY:</b> discuss results   <b>WRITE:</b> complete worksheet</p>	<p>Work on task to create a web on the impacts that resources have on the earth.                   Demonstrate understanding by sharing and contributing.                   Correctly complete questions on worksheet in full answers.</p>
<p><b>Students will be able to:</b>                  LO4 Describe Aboriginal concepts of interconnectedness</p>	<p><b>Lesson 9: First Nations Perspective for caretaking and conservation</b>                   Ask class what you mean by caretaking and conservation, and discuss                   Read a short Aboriginal Legend to the class.                   As a class create a list of reasons why we need to be aware of caretaking and conservation.</p>	<p><b>SAY:</b> define meaning   <b>DO:</b> Listen to story   <b>WRITE:</b> create list on Aboriginal perspectives of caring for the land.</p>	<p>Contribute by actively talking or listening to the meaning.                   Practice good audience behaviour                   Engaged on-task behaviour while creating work.</p>

<p><b>Students will be able to:</b></p> <p><b>LO2 Describe the environmental impact human beings have on the earth</b></p>	<p><b>Lesson 10: Sustainable living- Reduce, re-use, recycle</b></p> <p>Begin by having students make a KWL chart- retrieve background knowledge. Add this to portfolios</p> <p>Then show students different types of garbage. Ask why we are looking at this?</p> <p>Then ask students to estimate how long each item will last in the landfill.</p> <p>Students will then be in group to discuss and compare answers.</p> <p>I will show students a chart of the ‘life expectancy’ of garbage.</p> <p>Lead discussion with questions such as: What does this data tell you about landfills? Do items continue to degrade and make room for new garbage? Or will those landfills eventually fill up? Do those trash life spans say anything to you about the importance of recycling? Why or why not?</p>	<p><b>SAY:</b> class discussion.</p> <p><b>DO:</b> make predictions.</p> <p><b>WRITE:</b> students will estimate the time needed for an item to disintegrate.</p> <p><b>DO:</b> In s mall group students will discuss their reasoning and create a group list.</p> <p><b>SAY:</b> Class discussion.</p>	<p>Students will participate in class discussion about waste management and the environmental impact garbage has on the earth by actively listening or contributing.</p> <p>Students will make predictions by estimating how long garbage takes to decompose.</p> <p>Students will work in groups to collaborate ideas and predictions on how long it takes for garbage to decompose.</p> <p>Students will actively engage in the discussion to solidify the learning that has taken place.</p>
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<p><b>Students will be able to:</b> LO2 Describe the environmental impact human beings have on the earth</p>	<p><b>Lesson 11: Getting involved with the community</b></p> <p>Begin by asking what is a healthy community? Have students think to themselves and then in small groups to brainstorm as many ways they can contribute to a ‘healthy community’</p> <p>Next show a video on “getting involved with the community.”</p> <p>Next, explain that the students are going to</p>	<p><b>SAY:</b> Brainstorm in small groups</p> <p><b>DO:</b> Watch video</p>	
<p><b>Students will be able to:</b> LO2 Describe the environmental impact human beings have on the earth</p> <p>LO6 Describe the location of natural resources within BC and Canada, including fish and marine resources, forests, minerals, energy resources</p>	<p><b>Lesson 12: The Gold Rush and the Fur Trade</b></p> <p>Begin by reading pg’s 140, 141, 147, and 148 from the Social Studies text book all together as a class.</p> <p>Next lead a discussion with pre planned questions Show students a video on the history of Gold Rush and the Fur trade and the impacts of this on Canadian history.</p>	<p><b>DO:</b> read from Social Studies text book</p> <p><b>SAY:</b> Class discussion</p> <p><b>DO:</b> Watch video</p> <p><b>WRITE:</b> worksheet</p>	<p>Engaged by actively listening and reading.</p> <p>Contributing to discussion with thoughtful comments and active listening.</p> <p>Engaged by actively viewing and listening.</p> <p>Successfully complete worksheet with thoughtful responses.</p>
<p><b>Students will be able to:</b> LO2 Describe the environmental impact human beings have on the earth</p>	<p><b>Lesson 13: The Gold Rush and the Fur Trade continued</b></p> <p>This is a continuation from yesterdays</p>	<p><b>DO/SAY:</b> mark worksheet all together.</p>	<p>Contribute by being engages as we mark the worksheets all together.</p>

<p>LO6 Describe the location of natural resources within BC and Canada, including fish and marine resources, forests, minerals, energy resources</p>	<p>lesson where students will further learn about the Gold Rush and the Fur trade. Go over worksheet from previous lesson to solidify learning.</p> <p>In table groups have students become experts through a “mini-presentation”- for each give a brief history as well as a list of pro’s and con’s, Students will be able to make and explain at least 1 connection to something they have learned though out this unit (give examples)</p> <p>Each group will present the information they have collaborated and learned together.</p>	<p><b>WRITE/SAY/DO:</b> mini presentation</p> <p><b>SAY:</b> group presentations</p>	<p>Cooperatively work in small groups work mini presentations</p> <p>Practice oral skills and good audience behaviour.</p>
<p><b>Students will be able to:</b> LO1 Identify B.C.’s resources LO2 Describe the environmental impact human beings have on the earth LO3 Identify renewable resources and non-renewable resources LO4 Describe Aboriginal concepts of interconnectedness LO5 Identify where natural resources are located in Canada LO6 Describe the location of</p>	<p><b>Lesson 14:Unit Portfolio Catch-up</b></p> <p>In this lesson students will be given a checklist of everything that should be up to date completed in their portfolios. This lesson will allow time for any catch up.</p> <p>When finished their portfolios students will use the rest of the class to study for the test the next class.</p>	<p><b>WRITE/DO:</b> complete all unfinished work.</p> <p><b>DO:</b> Study/Review</p>	<p>Students will work on task at their desks to complete all unfinished work in their portfolios.</p> <p>Showing effective use of their time studying on task silently at their desks.</p>

<p>natural resources within BC and Canada, including fish and marine resources, forests, minerals, energy resources</p>			
<p><b>Students will be able to:</b>                  LO1 Identify B.C.'s resources                  LO2 Describe the environmental impact human beings have on the earth                  LO3 Identify renewable resources and non-renewable resources                  LO4 Describe Aboriginal concepts of interconnectedness                  LO5 Identify where natural resources are located in Canada                  LO6 Describe the location of natural resources within BC and Canada, including fish and marine resources, forests, minerals, energy resources</p>	<p><b>Lesson 15: Resources Science and Social Studies unit Test</b></p> <p>Begin by having students hand in their portfolios.</p> <p>Students will be given directions for the test and will have the entire class to complete it.</p> <p>When students are done they will be asked to stay in their desks and write a short reflection on what was their favourite part of this unit and why.</p>	<p><b>DO:</b> Hand in portfolios</p> <p><b>WRITE:</b> Complete test</p> <p><b>WRITE-DO</b> Reflection</p>	<p>Hand in final products completed to the best of their abilities.</p> <p>On task behaviour, silently completing the tests at their desks.</p> <p>Reflect thoughtfully on this unit and record thoughts, highlights, and/or key points.</p>
<p><b>Students will be able to:</b></p> <p>LO2 Describe the environmental impact human beings have on the earth</p>	<p><b>Lesson 16: Northern Gate Pipeline</b></p> <p>Students have been learning about the N.G. Pipeline in previous Language Arts lessons and in this lesson students will learn more about all the long term negative effects of this project. Review what we have learned so far.</p> <p>Students will brainstorm together and make connections to other parts of the</p>	<p><b>SAY:</b> class discussion</p> <p><b>DO:</b> brainstorm</p> <p><b>DO:</b> Watch video</p> <p><b>WRITE:</b> make a web</p>	<p>Actively engage in class discussion.</p> <p>Contribute to the brainstorming.</p> <p>On task behaviour when view the video.</p> <p>Contribute to creating the web. Correctly record this on paper.</p>

	<p>unit.</p> <p>Students will then view a short video about the oil spill in Mexico.</p> <p>Together make a web of all the negaivte effects of this and discuss.</p>		
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