

**Assessment Overview**

Grade 5 - Science

Non-renewable resources with a focus on mining and rocks and minerals

**Language Arts:**

C2 write a variety of clear, focused informational writing for a range of purposes and audiences, featuring

- Clearly developed ideas by using interesting supporting details and explanations
- An organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details

C5 select and use strategies before writing and representing, including

- Setting a purpose
- Generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics

**Science**

S1 - analyse how BC’s living and non-living resources are used

S2 - identify methods of extracting or harvesting and processing BC’s resources

S3 - analyse how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources

S4 - describe potential environmental impacts of using BC’s living and non-living resources

<b>Tasks</b>	<b>PLO Links</b>
<p><b>1. Summative Tasks</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Newspaper Article</li> </ul>	<p>Unit Test: S1, S2, S4</p> <p>Newspaper Article: S3, S4, S2, C2, C5</p>
<p><b>2. Formative Tasks</b></p> <p>-<u>Journals</u>: Science Idea Box: record personally developed definitions.</p> <p>-<u>Worksheet</u>: List non-renewable (rocks and minerals) resources found in the picture (recognizing how non-renewable resources are used)</p> <p>-<u>Newspaper article based on “Frog Girl”</u>: which focuses on Aboriginal Peoples connectedness to the environment</p>	<p>-Journal: S1</p> <p>-Worksheet: S1</p> <p>-“Frog Girl” Newspaper Article: S3, C2, C5</p> <p>-Apple Mining Experiment: S2, S4</p> <p>-Chart: S1, S2, S4</p> <p>-Comparison Chart: S3, S4</p> <p>-Newspaper Article based on comparison chart: S3, S4, C2, C5</p>