

## Brightwater Experience

<b>Administrative Details:</b>	School: Lawson Heights	Teacher Name(s): Cuming-Klassen, & Weiman	Date of Experience: October 17 & 18
	Course Name: Diversity of Life	Number of Learners: 30	Number of Learning Sessions:5
<b>Areas of Curricular Emphasis (Based on Number of Learning Sessions)</b>			
Curricular Connection(s): <u>Science</u>		Curricular Connection(s): <u>Social Studies</u>	
Unit(s): <b>Diversity of Life (Ecology)</b>		Unit(s): <b>Traditional Aboriginal World Views on Living things and the Environment</b>	
Outcome(s): Document the diversity of living things in different terrestrial and aquatic habitats (e.g., grasslands, forests, tundra, deserts, rivers, ponds, and oceans) using print, video, and/or online resources.		Outcome(s): Explore local First Nations and Métis methods of organizing understanding of living things (e.g., two-leggeds, four-leggeds, winged-ones, swimmers, trees, and grasses) and the criteria underlying that understanding (e.g., where animals are found, how animals move, and the uses of plants)	
Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input checked="" type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open		Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input type="checkbox"/> 3: Guided <input checked="" type="checkbox"/> 4: Open	
Facilitator Requested: <input checked="" type="checkbox"/> <b>Science (Ecology: Jordan &amp; Elizabeth)</b> <input type="checkbox"/> Social Studies <input type="checkbox"/> Art <input type="checkbox"/> Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other		Facilitator Requested: <input type="checkbox"/> Science <input checked="" type="checkbox"/> <b>Social Studies (Henry)</b> <input type="checkbox"/> Art <input type="checkbox"/> Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other	
Inquiry Question: How do terrestrial and aquatic species interact in their natural habitat? How do they adapt and change to survive in ecosystems?		Inquiry Question: How can students analyze how First Nations and Metis art and storytelling highlight movement and behaviour of living things and reflect a world view that values all living things.	
Collaboration Notes:		Collaboration Notes: also environmental awareness and giving back. How to holistically care for the gifts from the earth and nature future growth.	

<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p> <ul style="list-style-type: none"> <li>Hands on learning: looking at mealworms specimens and documenting life cycles, changes, and behaviours</li> </ul>	<p>Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?</p> <ul style="list-style-type: none"> <li>Can do further study of own environment and lifeforms found indigenous of Saskatoon, local area and environment</li> </ul>	<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p> <ul style="list-style-type: none"> <li>Looking at the circle of connectedness and the 4 quadrants of classifying both living and non-living entities (own creation of living things; ie 4 legged, 4 compass directions etc)</li> </ul>	<p>Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?</p> <ul style="list-style-type: none"> <li>Inquiry or research further traditional beliefs and extend to current day practices and beliefs</li> </ul>
<p>Assessment: What evidence will students show of their learning? Journaling, experiments, research and participation in activities</p> <p><input type="checkbox"/> Observation      Description: triangulation <input type="checkbox"/> Conversation <input type="checkbox"/> Product</p>		<p>Assessment: What evidence will students show of their learning? Participation in activities, written and artistic expressions through art, and conversation</p> <p><input type="checkbox"/> Observation      Description: triangulation <input type="checkbox"/> Conversation <input type="checkbox"/> Product</p>	

<p>Curricular Connection(s): <u>Visual Arts</u></p>	<p>Curricular Connection(s): <u>Social/ Sciences</u></p>
<p>Unit(s): <b>Water Colour</b></p>	<p>Unit(s): <b>EthnoBotony</b></p>
<p>Outcome(s): demonstrate an appreciation of nature and living things in their natural environment through multimedia water colour or landscape drawing.</p>	<p>Outcome(s): Suggest reasons why current biological classification systems for living things are based on structural (internal) characteristics rather than solely on physical appearance or behaviour</p>
<p>Level of Inquiry:</p> <p><input type="checkbox"/> 1: Confirmation      <input type="checkbox"/> 2: Structured <input checked="" type="checkbox"/> 3: Guided      <input type="checkbox"/> 4: Open</p>	<p>Level of Inquiry:</p> <p><input type="checkbox"/> 1: Confirmation      <input type="checkbox"/> 2: Structured <input type="checkbox"/> 3: Guided      <input type="checkbox"/> 4: Open</p>

<p>Facilitator Requested:</p> <p> <input type="checkbox"/> Science                      <input type="checkbox"/> Social Studies                      <input checked="" type="checkbox"/> <b>Art (Kevin Quinlan)</b>  <input type="checkbox"/> Traditional Knowledge    <input type="checkbox"/> Classroom Teacher           <input type="checkbox"/> Other  <input type="checkbox"/> </p> <p>Inquiry Question: How can students observe and document the diversity of living things in their local habitat through a nature walk, sketching, drawing, and painting?</p> <p>Collaboration Notes:</p>		<p>Facilitator Requested:</p> <p> <input type="checkbox"/> Science                      <input type="checkbox"/> Social Studies                      <input type="checkbox"/> Art  <input type="checkbox"/> Traditional Knowledge    <input type="checkbox"/> Classroom Teacher           <input type="checkbox"/> Other </p> <p>Inquiry Question: Students can observe the purpose of plants in a local environment and how they can be used traditionally by humans, for health purposes or medicinal use as well and connect with historical uses.</p> <p>Collaboration Notes:</p>	
<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p> <ul style="list-style-type: none"> <li>Visual arts: currently studying multimedia, the elements of art (line, colour, shape, texture, pace and form)</li> </ul>	<p>Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?</p> <ul style="list-style-type: none"> <li>Continue to do landscaping art activities and use recycled materials to create artwork</li> </ul>	<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p> <ul style="list-style-type: none"> <li>Looking at a variety of plants and trees through leaf observations or journalling</li> </ul>	<p>Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?</p> <ul style="list-style-type: none"> <li>Research or report of plant life/terrestrial/ biome regions in Social Studies</li> </ul>
<p>Assessment: What evidence will students show of their learning? paintings and art</p>		<p>Assessment: What evidence will students show of their learning?</p>	

<p>work</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Observation</li><li><input type="checkbox"/> Conversation</li><li><input type="checkbox"/> Product</li></ul> <p>Description: Art Portfolio</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Observation</li><li><input type="checkbox"/> Conversation</li><li><input type="checkbox"/> Product</li></ul> <p>Description:</p>
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