

## Brightwater Experience

<b>Administrative Details:</b>	School: Walter Murray	Teacher Name(s): Kerry Anderson	Date of Experience: September 23 and 24
	Course Name: Science 10	Number of Learners: 33	Number of Learning Sessions: 2
<b>Areas of Curricular Emphasis (Based on Number of Learning Sessions)</b>			
Curricular Connection(s): _____		Curricular Connection(s): _____	
Unit(s): Sustainability of Ecosystems		Unit(s):	
Outcome(s):		Outcome(s):	
Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input 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 type="checkbox"/> 4: Open	
Facilitator Requested: <input type="checkbox"/> Liz: Science <input type="checkbox"/> Sandra: Social Studies <input type="checkbox"/> Kevin: Art <input type="checkbox"/> Faye: Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other		Facilitator Requested: <input type="checkbox"/> Liz: Science <input type="checkbox"/> Sandra: Social Studies <input type="checkbox"/> Kevin: Art <input type="checkbox"/> Faye: Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other	
Inquiry Question:  How do you determine the health of an ecosystem and how does the health of an artificial ecosystem compare to a natural ecosystem? Collaboration Notes:  Students will conduct site sampling (populations) as well as, use probeware to test the pH and moisture levels of the soil. The students will be broken down into two groups of 15 each, one group doing population sampling and data collection while the other group will attend the session led by Henry Gardipy and Daryll Isbister regarding Indigenous knowledge around sustainability and nutrient cycling. Susan and I will then take the remaining fifteen students and further divide them into		Inquiry Question:  Collaboration Notes:  The second session will be organized in conjunction with the FNIM unit. The sessions will rotate (two per morning) with 15 students attending the Indigenous knowledge session and 15 attending the population sampling session. The students will then switch half way through the morning.	

<p>groups of 5 and take them to two different locations in Brightwater (high prairie and mixed forest). The groups will conduct population studies, collection of samples using camera phones, test the soil for pH and moisture levels.</p>			
<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater? Students need to know what an ecosystem is, how to use the probeware and how to collect data for further analysis</p>	<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? Students will compare data collected at Brightwater with the data collected from the school yard and analyze the results. They will then present solutions as to how the school yard might be made "healthier" and more sustainable.</p>	<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p>	<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>
<p>Assessment: What evidence will students show of their learning?</p> <p><input type="checkbox"/> Observation      Description: <input type="checkbox"/> Conversation <input type="checkbox"/> Product      Students will submit a report of their data, analysis and recommendations and present their findings to their class and school administration</p>		<p>Assessment: What evidence will students show of their learning?</p> <p><input type="checkbox"/> Observation      Description: <input type="checkbox"/> Conversation <input type="checkbox"/> Product</p>	

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<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p>	<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>	<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p>	<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>
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