

Our Brightwater Experience

Administrative Details:	School: Brunskill	Teacher Name(s): Heather Reid	Date of Experience: October 9
	Course Name:	Number of Learners: 26 Grade 7/8	Number of Learning Sessions: 3
Areas of Curricular Emphasis (Based on Number of Learning Sessions)			
Curricular Connection(s): Science		Curricular Connection(s): Science	
Unit(s): Life Science: Interactions within Ecosystems		Unit(s): Life Science: Interactions within Ecosystems	
Outcome(s): IE7.1 Relate key aspects of Indigenous knowledge to their understanding of ecosystems.		Outcome(s): IE7.2 Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities.	
Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: <u>Structured</u> <input type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open		Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: <u>Structured</u> <input type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open	
Facilitator Requested: <input type="checkbox"/> Liz <input type="checkbox"/> Sandra <input type="checkbox"/> Kevin <input type="checkbox"/> <u>Faye</u> <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other		Facilitator Requested: <input type="checkbox"/> <u>Liz</u> <input type="checkbox"/> Sandra <input type="checkbox"/> Kevin <input type="checkbox"/> Faye <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other	
Inquiry Question: Are there other ways of understanding natural systems? Collaboration Notes: - Storytelling in the Tipi		Inquiry Question: How do we sample an area in order to make reasonable conclusions about the ecosystem as a whole? Collaboration Notes: Hoop sampling – focus on grasses	
Pre-teaching: What do students need to know or be able to do before going to Brightwater? The basics of how we structure the study of ecosystems.	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience? Read stories that relate to ecosystems and infer how indigenous people view their environment.	Pre-teaching: What do students need to know or be able to do before going to Brightwater? - Ecosystem basics, types of sampling, prairie grasses	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience? - Analyze and report on data gathered
Assessment: What evidence will students show of their learning? <input type="checkbox"/> <u>Observation</u> Description: - discussions when we return, reflective writing <input type="checkbox"/> <u>Conversation</u> <input type="checkbox"/> <u>Product</u>		Assessment: What evidence will students show of their learning? <input type="checkbox"/> <u>Observation</u> Description: discussions when we return, graphs of data, analysis of sampling types <input type="checkbox"/> <u>Conversation</u> <input type="checkbox"/> <u>Product</u>	

Our Brightwater Experience

Curricular Connection(s): Science		Curricular Connection(s): _____	
Unit(s): Life Science: Interactions within Ecosystems, Earth and Space Science: Water Systems on Earth		Unit(s):	
Outcome(s): IE 7.3 Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems. WS 8.1 Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems. WS 8.3 Analyze natural factors and human practices that affect productivity and species distribution in marine and fresh water environments.		Outcome(s):	
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 checked="" type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open	
Facilitator Requested: <input type="checkbox"/> Liz <input type="checkbox"/> Sandra <input type="checkbox"/> Kevin <input type="checkbox"/> Faye <input checked="" type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other		Facilitator Requested: <input type="checkbox"/> Liz <input type="checkbox"/> Sandra <input type="checkbox"/> Kevin <input type="checkbox"/> Faye <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other	
Inquiry Question: How do we sample an area in order to make reasonable conclusions about the ecosystem as a whole? How can we observe the impact of humans on a small scale and generalize that to a larger scale? Collaboration Notes: representative sampling techniques , bias, human error		Inquiry Question: Collaboration Notes:	
Pre-teaching: What do students need to know or be able to do before going to Brightwater? - Basics of the factors used to determine water quality	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience? - Based on the data gathered, how does human activity impact water quality?	Pre-teaching: What do students need to know or be able to do before going to Brightwater?	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?
Assessment: What evidence will students show of their learning? <input type="checkbox"/> Observation Description: - report of findings, use of finding to predict future impact <input type="checkbox"/> Conversation <input type="checkbox"/> Product		Assessment: What evidence will students show of their learning? <input type="checkbox"/> Observation Description: <input type="checkbox"/> Conversation <input type="checkbox"/> Product	