Our Brightwater Experience

	School: École Forest Grove School		Teacher Name(s): J. Gervais, B. Hidlebaugh		ebaugh	Date of Experience: January 9, 10, 2014				
Administrative Details:	Course Name: Grade 7	Course Name: Grade 7		Number of Learners: approximately 7/group; total 29		Number of Learning Sessions: 4				
Areas of Curricular Emphasis (Based on Number of Learning Sessions)										
Curricular Connection(s):Science	Curricular Connection(s): Social									
Unit(s): Water Systems	Unit(s): Dynamic Relationships									
Outcome(s): IE 7.1 c. , IE 7.2 c.g.	Outcome(s):DR 7.1, DR 7.2 e									
Inquiry Focus: How are we connected to the land? Inquiry Focus: How are we connected to the land?										
Level of Inquiry:	Level of Inquiry:									
☐ 1: Confirmation ☐ <mark>V 2: Structured</mark> ☐ 3: Guided ☐ 4: Open		1: Confirmation				: Structured				
·					☐ 4: Ope	n				
Facilitator Requested: Sandra: Social Studies Kevin: Art		Facilitator Requested: Liz: Science		□ V Sandra: Social S	tudies	☐ Kevin: Art				
☐ Faye: Traditional Knowledge ☐ Classroom Teacher ☐ Other		☐ Faye: Traditional K		☐ Classroom Teache		☐ Other				
Inquiry Question: How are we connected to the land?		Inquiry Question: How are we connected to the land?								
Collaboration Notes/Activities:										
Presentation on: - abiotic and biotic components, - insect adaptations,		Collaboration Notes/Activities:								
- flood webs,		Presentation and discussion on - how first nations/metis people connect to the land for survival/sustenance								
. – conservation – maintaining biodiversity		- the role of navigation and map making								
- stewardship		- compare contemporary technology - GPS - compass								
		Discussion will be followed by a hike and exploration								
Pre-teaching: What do students need to know or be able Post-teaching: What follow up will happen a		Pre-teaching: What do students need to know or be able		to know or be able	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?					
to do before going to Brightwater? Brightwater experience? What or	•	to do before going to Brightwater?								
have to explore new questions from Experience?	om their Brightwater									
Biotic vs. abiotic Experience?		the land, plant species native to Brightwater and explore		Lyberience	::					
Animal species native to Brightwater Sustainability and stewardship fo	r ecosystem	the definition of "catchment are		-	Explore cor	ntemporary treaty issues related to the land,				
preservation.		people who occupy a land area.		fishing and gaming rights.						
Assessment: What evidence will students show of their learning?		Assessment: What evidence will students show of their learning?								
☐ V Observation Description: Inquiry journal brought to and partially completed at W	V Observation Description: Inquiry journal brought to and partially completed at Winter School.									
□ √ Conversation □ √ Product		✓ Conversation✓ Product								

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Curricular Connection(s):Art Unit(s): Creative/Productive, Cultural/Historical Outcome(s): CP 7.11 Inquiry Focus: How are we connected to the land?		Curricular Connection(s):Social Unit(s): Dynamic Relationships Outcome(s): DR 7.2 Inquiry Focus: How are we connected to the land?												
								☐ 3: Guided ☐ 2 Facilitator Requested: ☐ Liz: Science ☐ Sar		Level of Inquiry: 1: Confirmation 2: Structured 3: Guided 4: Open Facilitator Requested: Liz: Science Classroom Teacher V Henry Gardipy: Traditional Knowledge Inquiry Question(s): Is drumming and singing a cultural connection for First Nations people? Collaboration Notes/Activities: Discussion and demonstration of drumming and singing and their connection to First Nations cultural beliefs.				
Pre-teaching: What do students need to know able to do before going to Brightwater? Familiarity with indigenous animal and plant Brightwater.	Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience? Students will create authentic coloration of masks with tempera paint as the medium.	Pre-teaching: What do students need to know of before going to Brightwater? World view	Brightwater ex have to explore Experience? Class discussion sustaining cult	What follow up will happen after the sperience? What opportunities will students e new questions from their Brightwater on on the importance and relevance of ural traditions of First Nations people.										
Assessment: What evidence will students show of their learning? Observation Conversation V Product		Assessment: What evidence will students show of their learning? Observation Description: Inquiry journal brought to and partially completed at Winter School. Conversation V Product												