

Our Brightwater Experience

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| Administrative Details: Brightwater 1 Day Experience, September 30, October 2 & 7, Saskatoon Christian School | | School: Saskatoon Christian School | Teacher Name(s): Ashley Anholt | Date of Experience: September 30, October 2 & 7 |
| | | Course Name: Grade 7/8, 8, 7 | Number of Learners: 20 (10 7's, 10 8's), 23, 21 | Number of Learning Sessions: 1day x3 |
| Areas of Curricular Emphasis (Based on Number of Learning Sessions) | | | | |
| Curricular Connection(s): <u>Science, Christian Ethics, Language Arts</u> | | Curricular Connection(s): <u>Science, Arts Ed., Christian Ethics</u> | | |
| Unit(s): Interactions within Ecosystems | | Unit(s): Interactions within Ecosystems | | |
| Outcome(s): IE7.2 Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities. [SI] IE7.4 Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem. [DM, CP] | | Outcome(s): IE7.2 Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities. [SI] CH7.1 Investigate how artists' relationship to place may be reflected in their work. | | |
| Level of Inquiry: Guided <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: Liz Bekolay and Jordan <input checked="" type="checkbox"/> Liz <input type="checkbox"/> Sandra <input type="checkbox"/> Kevin <input type="checkbox"/> Faye <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other | | Facilitator Requested: Kevin Quinlan <input type="checkbox"/> Liz <input type="checkbox"/> Sandra <input checked="" type="checkbox"/> Kevin <input type="checkbox"/> Faye <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other | | |
| Inquiry Questions: What is the smallest and largest ecosystem that you observed during your scientific exploration? What food chains (or evidence of) did you observe within those ecosystems? How are ecosystems impacted by living and non-living things? Collaboration Notes: - Hike different to or through three different ecosystems—Prairie, Forest, Aquatics - Classification of observed plants and animals into a food chain - Record observations in recycled notebook—draw food chain and/or ecosystem - Use creative writing (song, poem) or illustration to record observations (time permitting) | | Inquiry Question: How can we observe, appreciate and communicate the beauty of God's creation through art? Collaboration Notes: - Watercolour; incorporating biotic and abiotic components - If time permits—draw two different ecosystems | | |
| Pre-teaching: What do students need to know or be able to do before going to Brightwater? - Make recycled notebook - Ecosystems - Biotic and abiotic - Food chains - Biodiversity - Adaptation - Symbiosis | Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience? - Share their observations and creative work (in their notebooks) - Reinforce teaching of what an ecosystem is | Pre-teaching: What do students need to know or be able to do before going to Brightwater? - About watercolour | Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience? - What connection to God did you experience while peacefully drawing His creation in the midst of it? | |
| Assessment: What evidence will students show of their learning? Journal, drawing (representing), classifying <input checked="" type="checkbox"/> Observation X Description: Share their answers to their inquiry when they return and hand-in observations in their recycled notebook <input checked="" type="checkbox"/> Conversation X <input checked="" type="checkbox"/> Product X Share their creative writing (if time permitted) | | Assessment: What evidence will students show of their learning? <input checked="" type="checkbox"/> Observation X Description: Hand-in their two watercolour paintings <input checked="" type="checkbox"/> Conversation X <input checked="" type="checkbox"/> Product X | | |

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| Curricular Connection(s): <u>Science, Social Studies, ELA, Christian Ethics</u> | | | |
| Unit(s): Interactions within Ecosystems | | | |
| Outcome(s): IE7.1 Relate key aspects of Indigenous knowledge to their understanding of ecosystems. [CP] IE7.4 Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem. [DM, CP] | | | |
| Level of Inquiry: Guided <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured <input checked="" type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open | | | |
| Facilitator Requested: Sandra Walker <input type="checkbox"/> Liz <input checked="" type="checkbox"/> Sandra <input type="checkbox"/> Kevin <input type="checkbox"/> Faye <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other <i>Inquiry Question: If I belonged to past culture that lived off the land and I was going to live at Brightwater, where would be the best place? Why? How would/does the First Nations ways of knowing and a western Science perspective of the flora and fauna help me to survive in/on the natural prairie.</i> <i>How are these plants impacted by living and non-living things?</i> Collaboration Notes: <ul style="list-style-type: none"> - Scavenger Hunt using GPS technology to find the plant that they have researched ahead of time, once the students have found the plant using the device, have them share their information. Have the facilitator add additional information and insight. - The plants the students will research ahead of time include: Buffalo berry, choke cherry, poison ivy, prairie sage, Saskatoon berry, snow berry, stinging nettle, wild licorice (These were decided with Sandra at the in-service. Let me know if there are any that I should add or change) - FN uses of plants, food, shelter, water - Research (ethno-botany and botany) plants before—have students draw plant on card and give explanation when on trail - Get them to focus on the conditions that plants grow; where are conditions ideal - Animal artifacts and reasons why they would be there - Share the Buffalo Bone Problem Solver—see how well they can solve the problem | | | |
| Pre-teaching: What do students need to know or be able to do before going to Brightwater? <ul style="list-style-type: none"> - Mini-research project on plants of Brightwater - Plants of Brightwater (assigned ahead of time) - Inform them they will be using a GPS | Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience? -Add information about plants to their research cards—share with the class | | |
| Assessment: What evidence will students show of their learning? | | | |
| <input checked="" type="checkbox"/> Observation X Description: - walking the trail, finding their plant using a GPS, talking about its uses, interesting facts about the different plants. Hand-in their card of information about the plant <input checked="" type="checkbox"/> Conversation X <input checked="" type="checkbox"/> Product X | | - | |