



Brightwater Experience

Administrative Details:	School: Sutherland	Teacher Name(s): Amy Joorisity	Date of Experience: May 29 th – 30 th , 2013
	Course Name: Grade 6	Number of Learners: 28+6=34	Number of Learning Sessions:
Areas of Curricular Emphasis (Based on Number of Learning Sessions)			
Curricular Connection(s): Science		Curricular Connection(s): Science and Art	
Unit(s): Principals of Flight		Unit(s):	
Outcome(s): FL6.1: Examine connections between human fascination with flight and technologies and careers based on the scientific principles of flight. (a. Observe and describe physical characteristics and adaptations that enable birds (e.g., ravens, hawks, loons, geese, hummingbirds, sandpipers, cranes, and sparrows), insects (e.g., mosquitoes, dragonflies, grasshoppers, bees, wasps, and butterflies), and bats to fly)		Outcome(s): FL6.1: Examine connections between human fascination with flight and technologies and careers based on the scientific principles of flight. (b. Show how First Nations and Métis art and storytelling highlight understanding of and respect for birds)	
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: Ron Joorisity (Photography)		Facilitator Requested: <input type="checkbox"/> Liz: Science <input type="checkbox"/> Sandra: Social Studies <input type="checkbox"/> Kevin: Art (Masks) <input type="checkbox"/> Faye: Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other	
Inquiry Question:		Inquiry Question:	
Collaboration Notes:		Collaboration Notes: - Oral Traditions about Eagle, Raven, - Mask Making	
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?	Pre-teaching: What do students need to know or be able to do before going to Brightwater? - Author study: Rudyard Kipling (traditional folktale, why animals adapted to their surroundings)	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: <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	



<u>Curricular Connection(s): Science and Social Studies</u>		<u>Curricular Connection(s): Science</u>	
Unit(s):		Unit(s):	
Outcome(s): FL6.1: Examine connections between human fascination with flight and technologies and careers based on the scientific principles of flight. (f. Describe examples of traditional and modern technologies developed by First Nations, Métis, and other cultures that are based on principles of flight (e.g., atlatl, bow and arrow, slingshot, catapult, boomerang, and trebuchet).)		Outcome(s): FL6.1: Examine connections between human fascination with flight and technologies and careers based on the scientific principles of flight. (a. Observe and describe physical characteristics and adaptations that enable birds (e.g., ravens, hawks, loons, geese, hummingbirds, sandpipers, cranes, and sparrows), insects (e.g., mosquitoes, dragonflies, grasshoppers, bees, wasps, and butterflies), and bats to fly)	
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 Inquiry Question:		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:	
Collaboration Notes: - Atlatl, bow and arrows - connecting hunting techniques		Collaboration Notes: - Discovery Hike: "Learning how to fly" - Bird identification - Looking at habitats - comparative study of the difference between the way birds fly - binoculars	
1.	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?	Pre-teaching: What do students need to know or be able to do before going to Brightwater? - Bird Posters: adaptations for flight, habitats, eating, characteristics	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: <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	