

Brightwater Experience

Administrative Details:	School: W.P.Bate	Teacher Name(s): W. Wiegers	Date of Experience: Sept 26/27, 2013
	Course Name: Science	Number of Learners: 33 Grade 6	Number of Learning Sessions: 5 + star gazing
Areas of Curricular Emphasis (Based on Number of Learning Sessions)			
Curricular Connection(s): _____ DL6.3 DL6.1 FL6.2		Curricular Connection(s): _____ FL6.2	
Unit(s): Diversity of Living Things/ Principles of Flight		Unit(s): Principles of Flight	
Outcome(s): Recognize, describe and appreciate the diversity of living things in local and other ecosystems Analyze the characteristics and behaviours of vertebrates and invertebrates Investigate how the forces of lift, gravity, thrust and drag affect living thing		Outcome(s): Investigate how the forces of thrust, drag, lift and gravity act on living things and constructed devices	
Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured *3: Guided <input type="checkbox"/> 4: Open		Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured *3: Guided <input type="checkbox"/> 4: Open	
Facilitator Requested: *Liz: Science <input type="checkbox"/> Sandra: Social Studies <input type="checkbox"/> Kevin: Art <input type="checkbox"/> Henry: Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other		Facilitator Requested: <input type="checkbox"/> Liz: Science *Sandra: Social Studies <input type="checkbox"/> Kevin: Art <input type="checkbox"/> Henry: Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other	
Inquiry Question: What kinds of organisms live in different ecosystems? What are the unique characteristics of an organism that enables it to live within that particular ecosystem? What effect does the shape of a bird's wing have on its ability to survive? Collaboration Notes: Either ecosystems study with hike and pond dipping or ecosystem study with binoculars with emphasis on the characteristics of flight with emphasis on bird behaviour/habitat		Inquiry Question: How and for what did past cultures utilize native plants? How did past cultures use the principals of flight to benefit their hunting practices? Collaboration Notes: Ethnobotany hike -Atlatl demonstration, practice	

<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p> <p>Review key terms Brainstorm questions</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? Begin to make connections between the interaction of abiotic and biotic things</p>	<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater?</p> <p>Research flora and fauna likely to be found at brightwater Research key terms relating to forces of flight</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>-explore designing for flight principles</p>
<p>Assessment: What evidence will students show of their learning?</p> <p>*Observation Description: Journal reflections, class discussion, session participation, unit test *Conversation *Product</p>		<p>Assessment: What evidence will students show of their learning?</p> <p>*Observation Description: *Conversation *Product</p>	

<p>Curricular Connection(s): <u>SS6.1</u></p>	<p>Curricular Connection(s): <u>DL6.1</u></p>
<p>Unit(s): Our Solar System</p>	<p>Unit(s): Diversity of Life</p>
<p>Outcome(s): Research and represent the physical characteristics of the major components of the solar system including the sun, planets, moon, asteroids and comets</p>	<p>Outcome(s): appreciate the diversity of living things in local and other ecosystems from a First Nation's perspective</p>
<p>Level of Inquiry:</p> <p><input type="checkbox"/> 1: Confirmation *2: Structured <input type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open</p>	<p>Level of Inquiry:</p> <p><input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured *3: Guided <input type="checkbox"/> 4: Open</p>

<p>Facilitator Requested:</p> <p><input type="checkbox"/> Liz: Science <input type="checkbox"/> Sandra: Social Studies <input type="checkbox"/> Kevin: Art</p> <p><input type="checkbox"/> Henry: Traditional Knowledge <input type="checkbox"/> Classroom Teacher *Other - Ron Waldron</p> <p>Inquiry Question: What is a solar system, galaxy, constellation, universe? What is a sun, moon, comet, asteroid, planet?</p> <p>Collaboration Notes: Power point presentation to be followed by telescope viewing</p>		<p>Facilitator Requested:</p> <p><input type="checkbox"/> Liz: Science <input type="checkbox"/> Sandra: Social Studies *Kevin: Art</p> <p>*Henry: Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other</p> <p>Inquiry Question: What kinds of organisms live in different ecosystems? How does the First Nations view toward living things differ from the European view of living things?</p> <p>Collaboration Notes: TKK – Henry: build fire, sing songs emphasising the life within the drum, fire, etc., as well as the importance of water</p> <p>Art: How can we appreciate, represent and better understand the interaction among ecosystems through Art. Represent living things through water colour paintings</p>	
<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater? Brainstorm questions relating to our solar system</p> <p>Complete research on the components of our solar system</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>To be followed by the Space Lab presentation at W.P. Bate later in the year when we cover this unit</p>	<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater? -review the 7th Generation</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>*Observation Description: *Conversation <input type="checkbox"/> Product</p>		<p>Assessment: What evidence will students show of their learning?</p> <p>*Observation Description: *Conversation *Product</p>	