



Brightwater Experience

Administrative Details:		School: Centennial Collegiate	Teacher Name(s): Garg	Date of Experience: October 3 rd , 2014
		Course Name: Science 10	Number of Learners: 14	Number of Learning Sessions: 2
Areas of Curricular Emphasis (Based on Number of Learning Sessions)				
Curricular Connection(s): Science 10		Curricular Connection(s): Science 10, MFP10		
Unit(s): Climate and Ecosystem Dynamics		Unit(s): Climate and Ecosystem Dynamics, Graphs and Functions		
Outcome(s): Assess the consequences of human actions on the local, regional and global climate and sustainability		Outcome(s): Interaction of populations, analysis of biodiversity		
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 checked="" type="checkbox"/> Susan: Science <input type="checkbox"/> Sandra: Social Studies <input type="checkbox"/> Kevin: Art <input type="checkbox"/> Faye: Traditional <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other Knowledge 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 <input checked="" type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other Knowledge Inquiry Question:		
Can we identify qualitative differences between the human and natural state of the environment? What are the identifiable traits of the field/farmscape compared to the natural landscape? Students are prepared with information sheets on natural and invasive plants of the prairies for plant identification. Students will be encouraged to take photos using the plant identification apps such as iNaturalist and Project Noah that they will have pre-downloaded and tested at school. Collaboration Notes: Susan Lutkin will be facilitating this session while I coordinate the other session. She will do a walking tour with the students that will highlight her knowledge of the land. If possible, it would be ideal if students could photograph as they walk. Responsible cellphones usage is of course expected.		Collaboration Notes: Please see attached lesson plan "Activity: Observing population size and growth of pine species on Brightwater land." Itinerary: 9:30 Welcome Circle – students into 2 groups 1- Prairie Inquiry Discovery Hike; 2- Transect Field Data Collection 10:30 Groups switch activities 11:45 clean-up and depart Materials: meter sticks; flagging tape; data collection sheets; cameras		
Pre-teaching: What do students need to know or be able to do before going to Brightwater? We will study the Anthropocene and human impact on landscapes.	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience? We will share photos of the evidence to support our learning.	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: <input type="checkbox"/> Conversation Pre: plant identification sheet Post: Image analysis in class and shared online. <input type="checkbox"/> Product		Assessment: What evidence will students show of their learning? <input type="checkbox"/> Observation Description: <input type="checkbox"/> Conversation Graphs and report write up. We made a table of transect data, found the average and plotted this per section following a shaded scale to represent density. <input type="checkbox"/> Product		