

## Our Brightwater Experience

<b>Administrative Details:</b>		School: École Forest Grove School	Teacher Name(s): L. Fruson, J. Gervais, B Hidlebaugh	Date of Experience: January 9, 10, 2014
		Course Name: Grade 8	Number of Learners: approximately 7/group; total 29	Number of Learning Sessions: 4
<b>Areas of Curricular Emphasis (Based on Number of Learning Sessions)</b>				
Curricular Connection(s): <u>Science</u>		Curricular Connection(s): <u>Social</u>		
Unit(s): Water Systems		Unit(s): Dynamic Relationships		
Outcome(s): WS 8.2 a, WS 8.3 b		Outcome(s): DR 8.2 d, e		
Inquiry Focus: How are we connected to the land?		Inquiry Focus: How are we connected to the land?		
Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input checked="" type="checkbox"/> <b>2: Structured</b> <input type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open		Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input checked="" type="checkbox"/> <b>2: Structured</b> <input type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open		
Facilitator Requested: <input checked="" type="checkbox"/> <b>Liz: Science</b> <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		Facilitator Requested: <input type="checkbox"/> Liz: Science <input checked="" type="checkbox"/> <b>Sandra: Social Studies</b> <input type="checkbox"/> Kevin: Art <input type="checkbox"/> Faye: Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other		
Inquiry Question: What connections can be made among people, the land they inhabit and water? Short version "Who needs water?"		Inquiry Question: How were First Nations people historically connected to the land?		
Collaboration Notes/Activities:  Presentation on how water creates land forms. Microscope study to examine organisms found in a hot springs during winter. Hike with a land forms focus.		Collaboration Notes/Activities:  Discussion on how first nations/metis people connect to the land in terms of survival/ sustenance (plants, hunting, atl atl). As well their connection to water and its role in day to day life will be explored.  Discussion will be followed by a hike and exploring hunting techniques.		
Pre-teaching: What do students need to know or be able to do before going to Brightwater?  The fluid quality of water; water's ability to conform to the landscape and its ability to shape the land. As well, water as a basic need of all living things.	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?  Sustainability and stewardship for ecosystem preservation.	Pre-teaching: What do students need to know or be able to do before going to Brightwater?  Historical relationship of First Nations and Metis people to the land, plant species native to Brightwater and explore the definition of "catchment area" and its connection to people who occupy a land area.	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience?  Explore contemporary treaty issues related to the land, fishing and gaming rights.	
Assessment: What evidence will students show of their learning? <input checked="" type="checkbox"/> <b>Observation</b> Description: Inquiry journal brought to and partially completed at Winter School. <input checked="" type="checkbox"/> <b>Conversation</b> <input checked="" type="checkbox"/> <b>Product</b>		Assessment: What evidence will students show of their learning? <input checked="" type="checkbox"/> <b>Observation</b> Description: Inquiry journal brought to and partially completed at Winter School. <input checked="" type="checkbox"/> <b>Conversation</b> <input checked="" type="checkbox"/> <b>Product</b>		

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Curricular Connection(s): _____ Art _____	Curricular Connection(s): _____ Science _____
Unit(s): Creative/Productive, Cultural/Historical	Unit(s): Water Systems
<b>Outcome(s):</b> CP 8.10 Create visual art works which express student perspectives on social issues (e.g. sustainability). CH8.2 Analyze the influence of social issues on the work of contemporary First Nations, Métis, artists.	<b>Outcome(s):</b> WS8.1 Analyze the impact of natural and human-induced changes to the characteristics and distribution of water in local, regional, and national ecosystems.- a. Examine the significance of water to First Nations and Métis people of Saskatchewan, including water as an essential element of life, transportation, water quality, fishing practices, and treaty rights regarding fishing.
Inquiry Focus: How are we connected to the land?	Inquiry Focus: How are we connected to the land?
Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input checked="" type="checkbox"/> <b>2: Structured</b> <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
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Inquiry Question(s):  What animals sustain the ecosystem found at Brightwater?  Collaboration Notes/Activities:  Making masks of indigenous animals; medium - masking tape.	Inquiry Question(s): What connections can be made among people, the land they inhabit and water? Short version "Who needs water?"  Collaboration Notes/Activities:  Discussion with Faye Maurice about the water system present at Brightwater and how First Nations and Metis people were connected to it.
Pre-teaching: What do students need to know or be able to do before going to Brightwater?  Familiarity with indigenous animal life at 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?  Students will create authentic coloration of masks with tempera paint as the medium.
Pre-teaching: What do students need to know or be able to do before going to Brightwater?  The fluid quality of water; water's ability to conform to the landscape and its ability to shape the land. As well, water as a basic need of all living things.	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience? Sustainability and stewardship for ecosystem preservation.
Assessment: What evidence will students show of their learning? <input type="checkbox"/> Observation                      Description: Animal mask displayed in display cabinet of École Forest Grove School. <input type="checkbox"/> Conversation <input checked="" type="checkbox"/> <b>Product</b>	Assessment: What evidence will students show of their learning? <input type="checkbox"/> Observation                      Description: Inquiry journal brought to and partially completed at Winter School. <input checked="" type="checkbox"/> <b>Conversation</b> <input checked="" type="checkbox"/> <b>Product</b>