

Our Brightwater Experience

Curricular Connection(s): <u>Art</u>		Curricular Connection(s): <u>Social</u>	
Unit(s): Creative/Productive, Cultural/Historical		Unit(s): Dynamic Relationships	
Outcome(s): CP 7.11 Inquiry Focus: How are we connected to the land?		Outcome(s): DR 7.2 Inquiry Focus: How are we connected to the land?	
Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input checked="" type="checkbox"/> 2: Structured <input type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open		Level of Inquiry: <input type="checkbox"/> 1: Confirmation <input checked="" 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 checked="" 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 type="checkbox"/> Sandra: Social Studies <input type="checkbox"/> Kevin: Art <input checked="" type="checkbox"/> Henry Gardipy: Traditional Knowledge <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other	
Inquiry Question(s): What animals sustain the ecosystem found at Brightwater? Collaboration Notes/Activities: Sketching of indigenous animals; medium – sketch pencils and paper.		Inquiry Question(s): Is drumming and singing a cultural connection for First Nations people? Collaboration Notes/Activities: Discussion and demonstration of drumming and singing and their connection to First Nations cultural beliefs.	
Pre-teaching: What do students need to know or be able to do before going to Brightwater? Familiarity with indigenous animal and plant 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? World view	Post-teaching: What follow up will happen after the Brightwater experience? What opportunities will students have to explore new questions from their Brightwater Experience? Class discussion on the importance and relevance of sustaining cultural traditions of First Nations people.
Assessment: What evidence will students show of their learning? <input type="checkbox"/> Observation Description: Sketches displayed in classroom of École Forest Grove School. <input type="checkbox"/> Conversation <input checked="" type="checkbox"/> Product		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"/> Conversation <input checked="" type="checkbox"/> Product	