

Our Brightwater Experience

Administrative Details:	School: James L. Alexander	Teacher Name(s): Patti Kikcio	Date of Experience: Oct. 8 – 10 th , 2013
	Course Name: Grade 6	Number of Learners: 30	Number of Learning Sessions: 7
Areas of Curricular Emphasis (Based on Number of Learning Sessions)			
Curricular Connection(s): __Sc. & Arts Ed. _____	Curricular Connection(s): Science _____		
Unit(s): Life Science: Diversity of Living Things	Unit(s): Life Science: Diversity of Living Things		
Outcome(s): CP6.12 – Creative Product (CP) – Arts. Ed. DL 6.1 – Recognize, describe (through art) and appreciate . . .	Outcome(s): DL6.1 – Recognize, describe and appreciate the diversity of living things in local and other ecosystems. DL6.2 – Examine how humans organize understanding of the diversity of living things. DL6.5		
Level of Inquiry: <input checked="" 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 checked="" type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open		
Facilitator Requested: <input type="checkbox"/> Liz <input type="checkbox"/> Sandra <input checked="" type="checkbox"/> Kevin <input type="checkbox"/> Faye <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other Inquiry Question: How can we understand and appreciate the diversity of living things through art? Collaboration Notes: Art within nature. Looking at nature and responding. Ideas: 7 lines of landscape Color/Tone	Facilitator Requested: <input checked="" type="checkbox"/> Liz <input type="checkbox"/> Sandra <input type="checkbox"/> Kevin <input type="checkbox"/> Faye <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other Inquiry Question: How can we understand, observe and classify the diversity of living things in the water through different world views about the water? Collaboration Notes: Pond Dipping – Using buckets students will come up with a way to classify what they will find. (Students will record their ideas.) - They will be taught the scientific way to classify their findings. - They will compare their classification system to the scientific way. - They will also access the health of the water (indicator species). (Basic water study.)		

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<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater? Understand some of the elements of visual arts.</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? Apply visual arts techniques and elements to activities at school. Repeat process in playground throughout the year.</p>	<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater? What it means to classify. What scientific classification systems are?</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? Benefits of classifying abiotic and biotic organisms.</p>
<p>Assessment: What evidence will students show of their learning?</p> <p><input type="checkbox"/> Observation Description:</p> <p><input type="checkbox"/> Conversation</p> <p><input checked="" type="checkbox"/> Product</p>		<p>Assessment: What evidence will students show of their learning?</p> <p><input type="checkbox"/> Observation Description: They will journal the classification system they used, differences between species and the scientific way to classify.</p> <p><input type="checkbox"/> Conversation</p> <p><input checked="" type="checkbox"/> Product</p>	

<p>Curricular Connection(s): _____ Sc. & Soc. St. _____</p>	<p>Curricular Connection(s): _____ Sc./Soc. St./Arts Ed. _____</p>
<p>Unit(s): Life Science: Diversity of Living Things (DL)</p>	<p>Unit(s): Life Science: Diversity of Living Things (DL)</p>
<p>Outcome(s): Sc. – DL6.1, DL6.2, DL6.4 & FL6.2 Soc. St. – DR6.2 & DR6.3</p>	<p>Outcome(s): Sc. – DL6.1 Soc. St. – IN6.4 (Cultural Change) & IN6.2 (Cultural Diversity)</p>
<p>Level of Inquiry:</p> <p><input type="checkbox"/> 1: Confirmation <input type="checkbox"/> 2: Structured</p> <p><input checked="" 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</p> <p><input checked="" type="checkbox"/> 3: Guided <input type="checkbox"/> 4: Open</p>

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<p>Facilitator Requested:</p> <p> <input type="checkbox"/> Liz <input checked="" type="checkbox"/> Sandra <input type="checkbox"/> Kevin <input type="checkbox"/> Faye <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other </p> <p>Inquiry Question: How can we understand and observe the diversity of living things on land through different world views.</p> <p>Collaboration Notes:</p> <p>Session will focus on First Nations (traditional plant uses) uses of plants, First Nations site choices and flight (atlatl). Students are to do some research before coming. Doing some flight preparation will help.</p>		<p>Facilitator Requested:</p> <p> <input type="checkbox"/> Liz <input type="checkbox"/> Sandra <input type="checkbox"/> Kevin <input checked="" type="checkbox"/> Faye <input type="checkbox"/> Classroom Teacher <input type="checkbox"/> Other </p> <p>Inquiry Question: How can we understand the diversity of cultures and living things through storytelling?</p> <p>Collaboration Notes:</p> <p>Tipi storytelling (see handout).</p>	
<p>Pre-teaching: What do students need to know or be able to do before going to Brightwater? Research biotic organisms at Brightwater. Focus on the environmental conditions that you would find it in. Understanding some principles 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>Pre-teaching: What do students need to know or be able to do before going to Brightwater? Discuss with students what a “Knowledge Keeper” is.</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? Incorporate their understandings in their research. Have them continue to examine cultural diversity.</p>
<p>Assessment: What evidence will students show of their learning?</p> <p> <input type="checkbox"/> Observation Description: They will journal additional information they discovered about their researched plant, which will later be added to their research. <input type="checkbox"/> Conversation <input checked="" type="checkbox"/> Product </p>		<p>Assessment: What evidence will students show of their learning?</p> <p> <input checked="" type="checkbox"/> Observation Description: Teacher will observe students understanding through their actions. <input checked="" type="checkbox"/> Conversation Conversations with students and their journaling will reflect their under <input checked="" type="checkbox"/> Product Standing. </p>	