




Desert Sands Middle School

- Ashcroft BC, K-12 school
- Grades 8-9
- Project-based
- Interdisciplinary
- Marks-free assessment

We respectfully acknowledge that we live, work, teach, learn on the traditional territories of:

Nlaka'pamux Nation
Secwepemc Nation

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Focus This Year:

- Place-Based Learning at a Human Level
- Critique and Revision

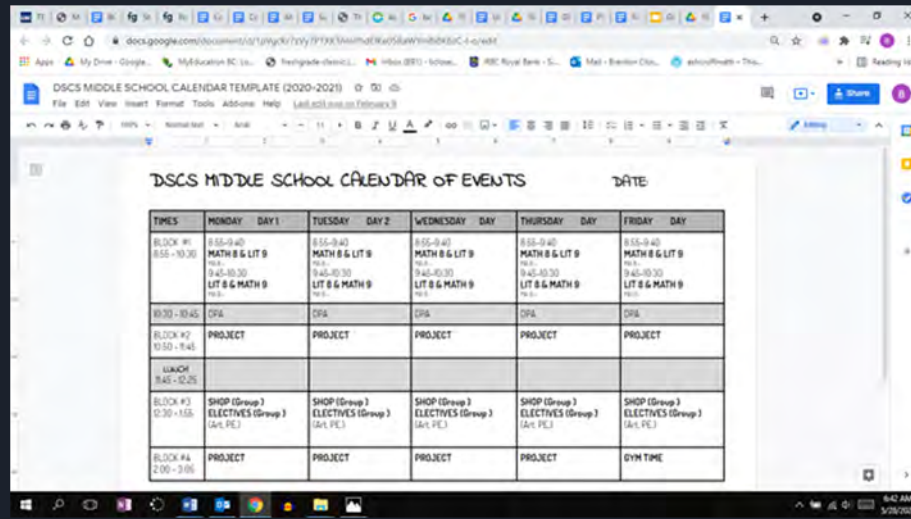
Major Projects:

1. **Wildfires 2017** - Personal stories from the larger community about the 2017 Elephant Hill wildfire
2. **Generators** - Energy, movement, electricity and electromagnetic induction

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MIDDLE SCHOOL SCHEDULE

SCHEDULE TEMPLATE



TIMES	MONDAY DAY 1	TUESDAY DAY 2	WEDNESDAY DAY	THURSDAY DAY	FRIDAY DAY
BLOCK #1 8:55-9:40	MATH 8 & LIT 9 9:45-10:30	MATH 8 & LIT 9 9:45-10:30	MATH 8 & LIT 9 9:45-10:30	MATH 8 & LIT 9 9:45-10:30	MATH 8 & LIT 9 9:45-10:30
BLOCK #2 10:50-1:40	CPA	CPA	CPA	CPA	CPA
LUNCH 1:45-2:25					
BLOCK #3 2:30-3:15	SHOP (Group) ELECTIVES (Group) (Lit, PE)	SHOP (Group) ELECTIVES (Group) (Lit, PE)	SHOP (Group) ELECTIVES (Group) (Lit, PE)	SHOP (Group) ELECTIVES (Group) (Lit, PE)	SHOP (Group) ELECTIVES (Group) (Lit, PE)
BLOCK #4 3:00-3:05	PROJECT	PROJECT	PROJECT	PROJECT	GYM TIME

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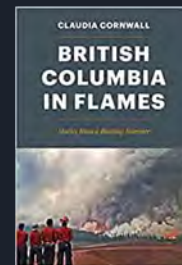
WILDFIRES 2017

(Personal Stories from the Community)

- Community contacts - one for each student in the class
- Create questions- introductory, universal, personalized
- Individual interviews with community members
- Transcription of interviews to sequence-of-event information
- Writing the personal story of someone else (an adult) in the community
- Critique and revision → repeat!!
- Community contact for confirmation that the story is told in an acceptable way
- Teacher in the school edits story
- Publishing and printing



<https://www.amazon.ca/British-Columbia-Burning-Bethany-Anderson/dp/1772760204>
<https://www.amazon.ca/British-Columbia-Flames-Stories-Blazine/dp/1550178946>



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Story Planning

Who did you interview?

Where were they when they learned about/experienced the fire?

When did their experience happen?

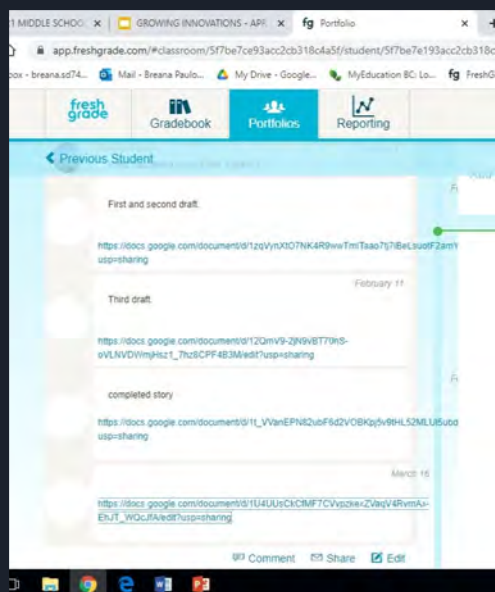
What happened? *sequence of events, lots of detail*

Why was it devastating?

How have they coped/gotten back on their feet/made changes?

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Critique and Revision

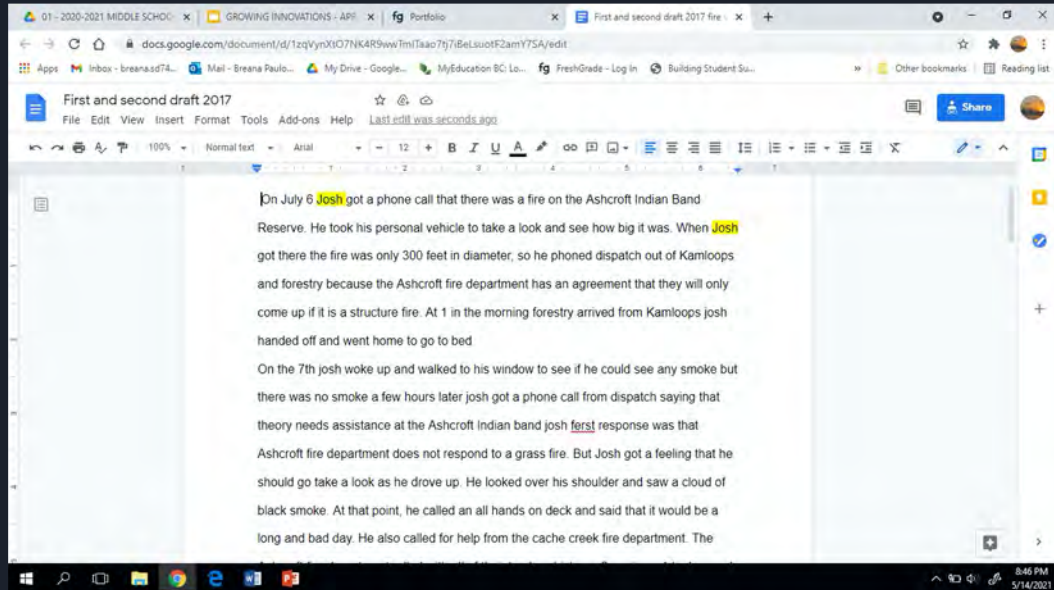


What peers & teachers edited for:

- Amount of information
- Quality and relevance of information
- Capitals and punctuation
- Complete sentences and run ons
- Paragraph breaks
- Spelling

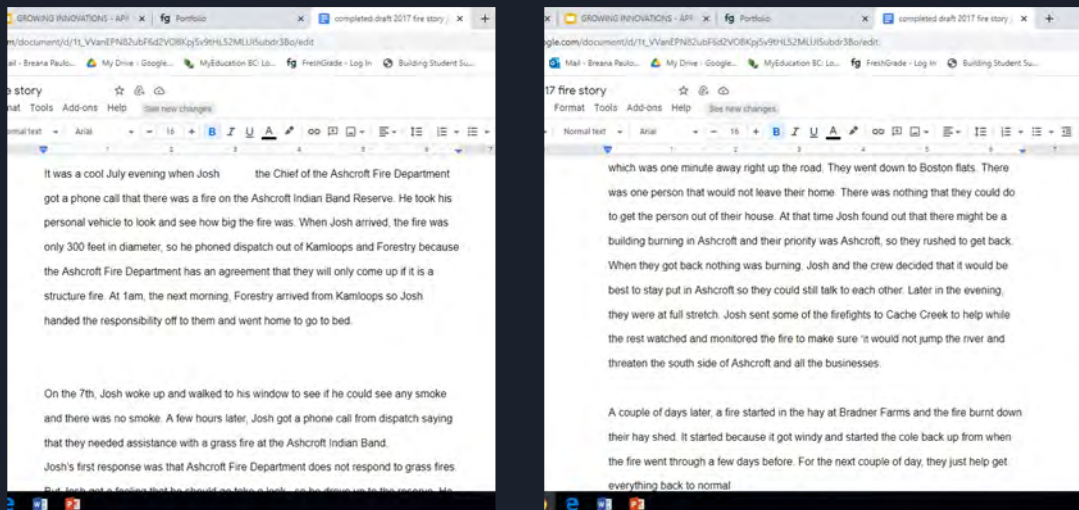
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First & Second Draft



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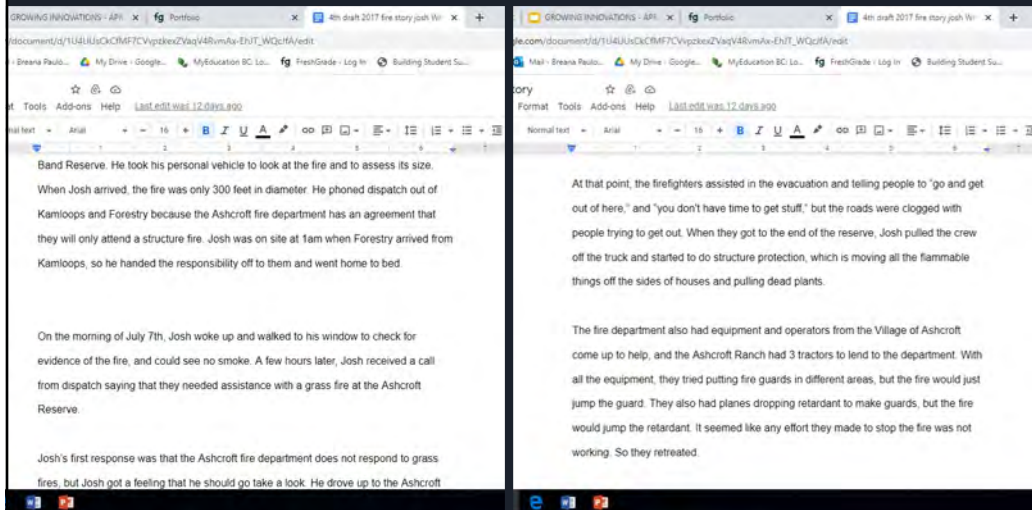
Fourth Draft



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Final Draft



Edits from
their
community
member and
another
teacher in
the school

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GENERATORS 2021

(Energy and Movement)

- Anchor lesson on Energy - kinetic and potential, types of energy
- Propulsion machines → explanation of kinetic and potential energy in each machine
- Anchor lesson - First two laws of thermodynamics
- Perpetual Motion Machines
- Anchor lesson - Electrical Energy
- Generator design and construction
- Critique and revision → repeat!!

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GENERATORS 2021

(Construction and Re-construction)



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ASSESSMENT AND EXHIBITION

[Generator Progress Log](#)

[Single Column Self-Assessment](#)



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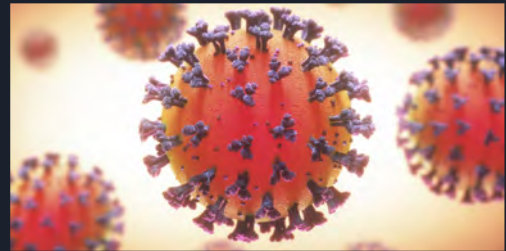
COVID 19 - THE CHALLENGE!!!

Limitations on:

- Field trips
- Visitors to the school
- Close-contact group activities

... along with ...

- Class composition 2021!



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Our Learning:

Breana

- Time
- Schedule

Brent

- Need for physical movement!
- NEVER forget critique and revision!
- Re-focus on the BASICS - authentic project(s), student choice, indigenous ways of knowing, frequent marks-free assessment, metacognitive practices, positive reinforcement!

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