

Week	Lesson Title	Lesson Activity	Key Outcomes	Evidence
Week 3				
Day 1	Biological drawings	Using photographs from field trip and books as reference, students will create detailed biological drawings of at least one of their chosen species for their Phylo Cards. This lesson will focus on breaking down complex forms into simpler geometric shapes, observing proportion, and using line to show detail. Students will note 2 things they learned about their species from creating their drawings in their journal.	Art 3.1, 3.5, 3.10ii, 3.10iii	Summative: Detailed, accurate drawings. Note: if students choose to draw more than one of their species (they may use photographs for the others) they can choose which drawing they would like to use for summative assessment.
Day 2	Event cards	Using a news article or video, introduce an example of how an environmental event can impact a wetland ecosystem. Class brainstorm of events that could hurt or help their ecosystem. In small groups, students will create an event card for their Phylo Deck, using similar research methods as above. Students will understand the importance of wetlands to quality of life in Canada by examining how we can care for the environment to prevent events that hurt wetlands or encourage events that help wetlands. Students will also explore the importance of interdependent relationships to their quality of life and compare them to similar relationships in the wetland.	Sci 5-10(9); ELA 5.1, 5.2, 5.3; SS5.1.1.6, 5.1.3.2, 5.1.1.4, 5.1.2.2	Teacher observation and check-ins. Worksheet/checklist. Interdependence journal. Students will create a Venn diagram of the similarities and differences between their own interdependent relationships and those in wetland. Students will add a description to their journal about the importance of these relationships to their quality of life
Day 3	Phylo Deck production and testing	Use technology (Phylo card website, scanner, printer, etc.) to produce the Alberta Wetlands prototype deck. In small groups, play a simplified version of the Phylocard game (Phylocard Rummy or Go Fish) to test the accuracy and viability of the deck. Evaluate how the deck worked. Is there a need for more or less of a particular type of species? Does the information on each card make sense? Provide feedback to the creators of the individual cards. Record learning and questions in journal.	ELA 5.4, 5.5	Interdependence journal. Teacher observation.
Day 5	Phylocard Game	Play a full version of the game. Update K-W-L chart from earlier to include important points about what they have learned so far. Update journal with observations from the game. How has their understanding developed from the game played the day before? Extension question for journal: give an example of interdependence somewhere other than a wetland... Interdependence and quality of life Students will examine the interdependent relationships in their lives and compare them to the interdependent relationship in a wetland	Sci 5-10(7,11) SS 5.1.2.7 5.1.2.2. 5.1.1.3	K-W-L chart. Interdependence journal. Teacher observation. Create a Venn diagram of differences and similarities