

Week	Lesson Title	Lesson Activity	Key Outcomes	Evidence
Week 4				
Day 1	Advocacy	Revisit the question "How can we speak for the critters?" Define the terms Advocacy and Action. Have a skype conversation with a spokesperson from Ducks Unlimited to discuss how the students might use what they have learned to be advocates for a wetland. As a group, the class will create a plan for how the information from their Phylo Cards and Interdependence Journals can speak for the critters. Suggeststion: this could take the form of an educational web-page that could be linked to other websites like Ducks Unlimited or Ralph Klein Park.	Sci 5-10(10, 11); SS 5.1.1.6, 5.1.1.3,	Teacher observation, Interdependence journals
Day 2	Web Page Plan	Make a plan for the class web-page. Consider: purpose, audience, design.	ELA 5.5	Interdependence journals
Day 3	Web Page Content	Prepare information from Phylo Cards to be added to the web-page. Create additional content that meets the purpose students developed the previous day. Suggestions: write a news article about a real or imaginary environmental event and how it impacts their critter 2) write a letter from the critter to the environment minister of Alberta, telling her why it is important that it be protected 3) write a story about an environmental event, telling how it impacts 2 or more interdependent critters	ELA 5.2, 5.4; SS 5.1.1.3, 5.1.1.6, 5.1.2.1, 5.1.2.7	Teacher observation, Rubric, Presentation
Day 4	Web Page Content	Continue from previous day.		Teacher observation, Rubric, Presentation
Day 5	Complete	Upload content and post web-page. Celebrate learning by playing Phylomon.		Teacher observation, Rubric, Presentation