

Each-1-Teach-1 (E1T1)

Task Description:

In order to create a social, student-centered learning environment, you will prepare and facilitate a 10-minute lesson on a natural history topic of your choice during the third week of the unit. Your lesson can be completed with a partner or alone. You will present your topic to peers and instructor and will be given immediate feedback. You can choose a topic that interests you or from the list of topics below.

You will:

- Have the opportunity to research and discover more about an interest or curiosity they have about the sagebrush ecosystem.
- Present findings and new knowledge to peers and teachers.
- Give at least 2 pieces of positive and constructive feedback to peers after presentations.
- Gain a deeper understanding that the sagebrush landscape is comprised of many complex and unique species and processes.
- Obtain the value of having the opportunity to be the educator.

Due Date will be specified by your instructor

The lesson should include:

- At least one visual to share with the group
- Demonstrates a connection between the components of the landscape equation (Landscape = Abiotic components + Biotic components + cultural (human) components).

List of Topic Choices:

- Sagebrush ecosystem animal in depth
- Reptiles in the sagebrush ecosystem
- Rock types/rock cycle
- Colors in nature: what causes them? How do they make us feel?
- How are plants pollinated?
- Land Management: What is one way the sagebrush landscape is managed?
- Maps
- Sagebrush ecosystem insect in depth
- Migrating birds: Why do they migrate and where do they go?
- How do animals that live in the sagebrush landscape get water?

Naturalist's Journal

Task Description:

Throughout the weeks of this ecology unit, “A Sagebrush Expedition” you will construct a naturalist journal. This journal will be helpful in reflecting the naturalist and scientific skills you have learned and practiced through this unit. It will also be a place to record your steps of the science circle as you perform mini scientific investigations and hold your reflections to questions and prompts given to you throughout the unit. This journal will demonstrate learning inside and outside the classroom. It should show creativity and be well organized.

Due Date: Celebration of learning and final research project presentation day

Journals should include the following:

Models:

- You will reflect your understanding of naturalist skills and knowledge through the application and creation of models that will help explain natural phenomena.
- Models can be drawn, written, or created in another creative way but need to be clearly labeled and accompanied with an explanation of how this model helps to explain a natural phenomenon.

Mini Scientific Investigations (Mini SCI):

- Throughout the unit you will be given several opportunities to practice the steps of the science circle. By means of observations and exploration of the sagebrush landscape you will be asked to include the following in your journal by writing or drawing:
 - Observations made, questions asked, hypotheses developed, design of investigation, data collected, and conclusions drawn from results.

Reflections:

- In the lesson along the way you will be given time to reflect on what you are learning through questions and prompts. You will be asked to record these reflections in your journal.
 - These reflections can be drawn, written, or answered in bulleted statements.

Daily observations: (optional)

- *To demonstrate active engagement and depth of knowledge, you will be encouraged to record daily observations (as possible).*
 - *Daily observations can include, but are not limited, to: descriptions or drawings of an animal you saw, a drawing of a flower blooming near your house, or a question you have about something that you observed over the weekend.*