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Science ^(7A) 7B

Ryan Meadow Week 1

Evaluate yourself on each of the following learning targets, and provide evidence (give examples) to support your evaluation.

Learning Targets	Developing	Proficiency	Mastery
I can make observations and inferences from a variety of sources. I can differentiate between observations and inferences.	Observations and inferences made in most sections of recording form.	Multiple observations and multiple inferences made in each of the sections of the scavenger hunt; observations and inferences classified correctly	Inferences linked logically and thoughtfully to observations. Inferences demonstrate deep understanding of our classroom learning about topics.
Evidence:			
I can sit in solitude and write about the area around me.	Sit alone; follow guidelines of distance and boundaries; don't communicate with others; work most of the time	Sit alone, stay within boundaries, do not distract or communicate with others; write and think on task for entire time	+ Consistent excellence; share writing or thoughts with the group; so lost in writing, I was shocked when time was up
Evidence:			
I can conduct high quality science investigations -I can identify 2-3 local trees, 3 local shrubs, and 3 grasses, sedges, and/or forbs	Correctly identified most of the required plants; included some characteristics for some of the plants	Correctly identified required plants; included appropriate distinguishing characteristics	+ had other notes about the plant (growth style, location,...)
Evidence:			
I am responsible: I am prepared with, use, and take care of all of the equipment and gear that I need to be productive. I stay safe by following guidelines.	Mostly prepared with gear that is needed; keep track of group gear	Prepared with all clothes, gear, and academic gear; keep track of all group and personal gear; stay safe and found	+ Extra gear that is not needed or is loaned; consistently take charge of group gear
I participate: I am an attentive student in a field setting; I am engaged in our tasks and focus until the job is complete; I work as part of a team – both leader and follower.	Participate in all activities; stay focused on task; willing to do what needs to be done; listen during discussions/presentations	Focused, attentive, polite, engaged; work well with classmates to get entire job done; could be leader or team member	+ ask questions, engage fully in discussions; willing to lead and follow as needed, while actively engaging others
I am determined: I accomplish high quality work; I challenge myself; I continue to work until I reach proficiency or better; I embrace adventure, adversity, and uncertainty.	Complete all work; keep working until job is done; minimal whining (or kept to self)	Complete all work with adequate detail; do whatever it takes to get the job done; take pride in work; no whining	+ demand excellence of self, both in physical tasks and written work; smile through hardship and/or challenge;
HOW Evidence:			

Scavenger Hunt:

Find evidence of each of the items on the list that follows. When you find it:

1. Take a picture of the items in each category (or draw, if you don't have your iPad ☹)
2. Label the picture with a title that describes what you are seeing.
3. Add 1-3 observations and 1+ inferences about what you are seeing.
4. Add labels, arrows, notes,... that demonstrate your understanding of the topic.

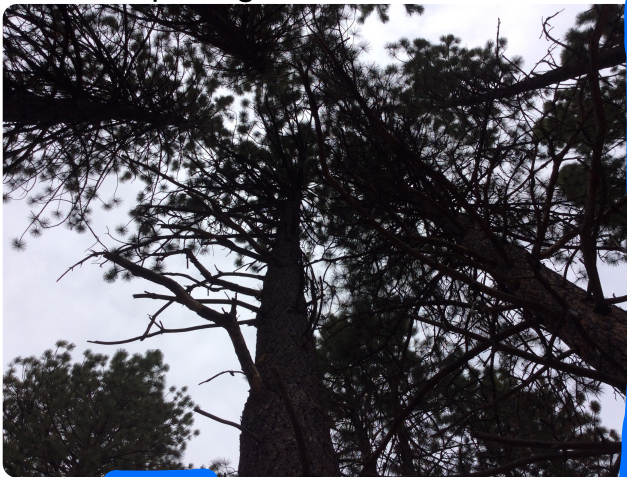
Diferent Fuel Layers : At least 4 of these: litter, duff, understory, canopy, fuel ladders, snag, coarse woody debris.



Decomposing matter



CWD



Canopy



Under story



Snag

Evidence of Forest/Ecosystem Health – find signs of good forest health and poor forest health, if possible. Explain what you find. You can also look for signs of health by the river and in the meadow... How do the two sides of the river compare with each other? Think about the concepts of tree/plant density and competition for resources.

The Ryan ranch forest is healthy because the forest is not over packed. There is a lot of room for all of the trees and animals. There are many different types of plants. Animals have many different types of places to live. That means that there are many different types of animals in the forest.

Evidence of Fire History - recent fire or old fire or no fire for a long time... How can you tell?

Evidence of Human Modification of this environment - the forest, the meadow, the river and it's banks,...

People have put rocks along the banks

Plant Identification:

Record

1. A photo of the plants you learn.
2. The names of the plants that you identify
3. List distinguishing characteristics that help you identify the plant.
4. Feel free to collect samples from the plants to tuck into your journal cover.

Identify the following plants:

- a. Lodgepole pine
- b. Ponderosa pine
- c. Western juniper (if available)
- d. Rabbitbrush (shrub)
- e. Bitterbrush (shrub)
- f. Currant (shrub)
- g. Canary reed grass
- h. Another grass: _____



Bitter brush



Sickly Currant



Ponderosa pine
Rabbit brush



Lodgepole pine

Writing Invitation

Solitude and Reflection provides a chance to 1) sit and appreciate this area, 2) express yourself, 3) Show me what you know and understand.

Describe this area and your experience here, focusing on the following:

- **What does it feel like in this meadow and/or forest?** What are the cool parts? What makes the meadow and the forest unique and special? Use all of your senses to describe this place.

CHOOSE ONE OF THE FOLLOWING TO DISCUSS:

- **Is this area healthy?** How do you know? What questions do you have about the area's health?
- **How does being in the field here help you understand or make connections with the topics that we have been studying in the classroom?** Think about biotic/abiotic interactions, fire ecology and safety, forest diversity topics, fuel layers, ...