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| **Standards :** **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** |
|  | **Pre-Teaching***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **Learning Target** **Success Criteria 1** **Success Criteria 2** | **Activation of Learning***(5 min)* | **Focused Instruction***(10 min)****\*I DO*** | **Guided Instruction***(10 min)****\*WE DO*** | **Collaborative****Learning***(10 min)****\*Y’ALL DO*** | **Independent Learning***(10 min)****\*YOU DO*** | **Closing***(5 min)* |
| * Do Now
* Quick Write\*
* Think/Pair/Share
* Polls
* Notice/Wonder
* Number Talks
* Engaging Video
* Open-Ended Question
 | * Think Aloud
* Visuals
* Demonstration
* Analogies\*
* Worked Examples
 | * Call/Response
* Probing Questions
* Graphic Organizer
* Digital Whiteboard
 | * Discussions\*
* Expert Groups
* Labs
* Stations
* Think/Pair/Share
* Create Visuals
 | * Written Response\*
* Digital Portfolio
* Presentation
* Canvas Assignment
* Choice Board
* Independent Project
* Portfolio
 | * Group Discussion
* Exit Ticket
* 3-2-1
* Parking Lot
* Journaling\*
* Nearpod
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| **Mon day 08/25/2025** |  **I am learning about the nitrogen and phosphorus cycles and their importance to ecosystems.** I can explain nitrogen fixation, nitrification, and denitrification | **Quick Write – *Why are nitrogen and phosphorus considered limiting nutrients?*** | **Visual demonstration with diagrams of nitrogen & phosphorus cycles.** | **Class discussion analyzing fertilizer use and nutrient runoff** | **Groups create a flowchart comparing nitrogen vs phosphorus cycle** | **Annotate and label cycle diagrams in notebooks.** | State one human impact on nitrogen OR phosphorus cycle. |
| **Tues day****08/26/2025** |  **I am learning about the hydrologic cycle and how it supports ecosystems.** **I can describe processes such as evaporation, condensation, precipitation, and infiltration.** | **Notice/Wonder – Where does most of the water on Earth move each day?** | **Demonstration with animation of the hydrologic cycle.** | **Tracing the path of a water droplet through the cycle.** | **Group diagram-building of hydrologic cycle pathways.** | **Write a paragraph on human disruptions (deforestation, dams, urbanization).** | *Identify one human activity that disrupts the hydrologic cycle.* |
| **Wednes day****08/27/2025** |  **I am learning about trophic levels and their roles in ecosystems.**   I can identify producers, consumers, and decomposers.  | **Think/Pair/Share – *What would happen if producers disappeared from an ecosystem?*** | **Explanation with food chain pyramid visuals.** | **Tracing energy through a simple food chain.** | ** Build a trophic pyramid with real-world organisms.******  | **Calculate energy transfer efficiency between trophic levels (10% Rule).** | **State the % of energy transferred between trophic levels** |
| **Thurs day****8/28/2025** |  I am learning about food chains and food webs and their interconnections.  I can explain how energy flows through food chains and food webs.  | ***Which is more stable: a food chain or a food web? Why?*** | **Diagram demonstration comparing food chain vs food web.** | **Analyze a pond food web together.** | **Groups design their own food web using given organisms.** | **Predict and write how removing one species affects the web.** | Give one example of why a food web is more resilient than a food chain |
|  **Friday****08/29/2025** |  **I am reviewing nutrient cycles and energy flow in ecosystems..**  ** I can apply my knowledge to AP-style FRQs and MCQs.******  | **Review Game (Kahoot/Quizizz) on nutrient cycles & energy flow** | Whole-class AP-style FRQ practice: human impacts on cycles | **Group discussion reviewing food webs vs food chains.** | **Peer teaching of assigned nutrient cycle (Nitrogen, Phosphorus, Hydrologic)** | **AP-style MCQ practice (nutrient cycles, trophic levels, energy transfer).** | ***Write one question you still have about nutrient cycles or food webs*** |