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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 |
| **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*** |