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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 09/15/2025** | I can explain the theory of island biogeography and its role in biodiversity.SC1: I can identify how island size and distance affect species richness.SC2: I can apply theory to real-world island ecosystems. | Quick Write: “Why do some islands have more species than others?” | Direct instruction with visuals of MacArthur & Wilson’s model and species–area curves. | Class analyzes species–area curve together with sample dataset. | Think-Pair-Share: Apply model to Galápagos Islands. | Students practice interpreting new biogeography graphs and answer analysis questions. | Exit Ticket: List 2 factors influencing island biodiversity. |
| **Tues day****09/16/2025** | I can interpret ecological tolerance curves and explain their importance.SC1: I can describe zones of optimum, stress, and intolerance.SC2: I can explain how tolerance limits shape species distributions. | Bell ringer: Analyze a salmon survival vs. water temperature graph. | Mini-lesson on tolerance curves using salinity/temperature examples. | Students create a tolerance curve together for oysters using data. | Reciprocal Teaching: Groups take roles (summarizer, clarifier, predictor, questioner) on case scenarios. | Students practice with new species dataset and annotate stress/optimum zones. | Exit Ticket: One example of how tolerance impacts survival. |
| **Wednes day****09/17/2025** | I can evaluate how ecosystems respond to natural disruptions.SC1: I can distinguish between short-term and long-term disruptions.SC2: I can explain succession following a natural event. | Video Clip: Wildfire recovery timelapse; students jot reactions. | Direct instruction on fires, storms, climate change, and resilience. | Case study: Mt. St. Helens eruption → guided succession timeline. | Socratic Seminar: Debate whether natural disruptions are more destructive or beneficial. | Write short paragraph connecting succession to ecosystem resilience. | Exit Ticket: Name one short-term & one long-term disruption. |
| **Thurs day****09/18/2025** | I can analyze adaptations that improve survival in ecosystems.SC1: I can differentiate structural, behavioral, and physiological adaptations.SC2: I can evaluate adaptation examples in different species. | Image Sort: Match organisms with possible adaptations. | Teacher models examples (camel, cactus, polar bear). | Guided comparison of polar bear vs. camel adaptations. | Collaborative Concept Map: Types of adaptations across ecosystems. | Students select one organism and identify 3 adaptation types. | Exit Ticket: Give one structural and one behavioral adaptation. |
|  **Friday****09/19/2025** | I can demonstrate mastery of Unit 2 concepts.SC1: I can recall and apply vocabulary and concepts.SC2: I can analyze scenarios and graphs using unit knowledge. | Kahoot/Quizizz Review Game. | Teacher clarifies most-missed concepts from week. | Class works through 1–2 FRQ practice questions together. | Peer Review: Students quiz each other with flashcards. | Unit Test (MCQ + FRQ). | Reflection Slip: “Which concept was easiest? Hardest?” |