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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 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?” |