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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 09/22/2025** | LT: I can explain how structural, behavioral, and physiological adaptations improve survival in ecosystems.SC1: Differentiate structural, behavioral, and physiological adaptations.SC2: Provide examples of adaptations in multiple species. | Hook: Picture of polar bear on melting ice → “What features help survival?” (Notice/Wonder) | Direct teaching with analogies (camel vs. cactus vs. polar bear). | Graphic organizer comparing types of adaptations. | Expert groups: Students research & share one organism’s 3 adaptations. | Quick write: Identify one structural + one behavioral adaptation of a chosen organism. | Exit Ticket: “Which adaptation type is most important for survival in harsh ecosystems?” |
| **Tues day****09/23/2025** | LT: I can describe primary and secondary succession and their stages.SC1: Compare primary vs. secondary succession.SC2: Sequence stages of succession with examples. | Engaging video clip: Mt. St. Helens eruption → “How do plants return?” | Teacher Think Aloud: Explaining succession stages with visuals. | Call & response + probing questions on pioneer → climax community. | Stations activity: Match pictures of succession stages to definitions. | Written response: Students sketch + label a succession timeline. | 3-2-1 Reflection: 3 things learned, 2 examples, 1 lingering question. |
| **Wednes day****09/24/2025** | LT: I can analyze differences between generalist and specialist species.SC1: Explain advantages/disadvantages of being a generalist or specialist.SC2: Classify species as generalist/specialist with reasoning. | Image hook: Panda vs. raccoon → “Who survives better in changing environments?” | Demonstration: Case studies (koala = specialist, raccoon = generalist). | Graphic organizer: T-chart of generalist vs. specialist traits. | Small group debate: Which survives better in climate change? | Digital portfolio: Students classify 3 species as generalist or specialist with justification. | Exit Poll: “Do you think being a generalist is always an advantage?” |
| **Thurs day****09/25/2025** | LT: I can differentiate K- and r-selected species and interpret survivorship curves.SC1: Compare reproductive strategies of K vs. r species.SC2: Interpret Type I, II, III survivorship curves with examples. | Picture sort: Elephant vs. mouse → “Which lives longer?” | Teacher-led mini lecture with visuals on K/r traits and survivorship curves. | Reciprocal teaching: Students take roles (summarizer, clarifier, predictor) with case studies. | Group chart: Match animals to K vs. r strategy + survivorship curve. | Canvas assignment: Students create one multiple-choice question on K/r traits or survivorship curves. | Journaling: “Which strategy best fits humans? Why?” |
|  **Friday****09/26/2025** | LT: I can demonstrate mastery of population ecology concepts.SC1: Recall and apply knowledge of Unit 2 concepts.SC2: Analyze population-related scenarios in test format. | Review game (Kahoot / Quizlet Live) – fun check-in before test. | Quick recap mini-lesson of “muddy points.” | Peer Q&A: Students quiz each other on key terms. | Socratic Seminar: Discuss “How does human population fit into ecological models?” | Unit Test (summative assessment) covering adaptations, succession, species types, K/r, survivorship curves. | Reflection: Parking Lot – students post 1 strength, 1 area to improve. |