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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. |