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| * **Standards : SEV1: Relate how biotic and abiotic factors interact in ecosystems.** * **SEV2: Analyze the interdependence of organisms.** * **SEV5: Examine the interactions among humans and ecosystems.**   **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 |
| **Tues day**  **09/2/2025** | **I can explain the levels of biodiversity and their importance to ecosystem stability.** **I can identify and describe genetic, species, and ecosystem diversity** | **Quick Write – “Why is biodiversity important to humans and ecosystems?** | **Introduction to Biodiversity** | **students classify real-world examples into biodiversity categories.** | **small groups become experts on one type of biodiversity, then share out.** | **connect biodiversity to a local ecosystem (short response)** | “Which level of biodiversity do you think is most critical and why? |
| **Wednes day**  **09/3/2025** | **I can evaluate different types of ecosystem services and their value to human societies.** I can classify ecosystem services as provisioning, regulating, cultural, or supporting. | **tudents agree/disagree with statements like “Nature provides free services to humans.”** | **Modeling with Think-Aloud: teacher shows images (pollination, water filtration, cultural sites) and models categorization.** | **in groups, students read a short passage and take roles (summarizer, predictor, questioner, clarifier).** | **groups brainstorm what would happen if a major service disappeared (e.g., pollinators** | **infographic, short essay, or diagram explaining one ecosystem service.** | **3 services learned, 2 human benefits, 1 lingering question.** |
| **Thurs day**  **9/4/2025** | I am learning about food chains and food webs and their interconnections. I can explain how energy flows through food chains and food webs. | **No Class** | **No Class** | **No Class** | **No Class** | **No Class** | **No Class** |
| **Friday**  **9/5/2025** | **I am reviewing nutrient cycles and energy flow in ecosystems..**  ** I can apply my knowledge to AP-style FRQs and MCQs.**  **** | **Unit -1 assessment** | **Unit -1 assessment** | **Unit -1 assessment** | **Unit -1 assessment** | **Unit -1 assessment** | **Unit -1 assessment** |