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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
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| **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** |