|  |
| --- |
| **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 09/08/2025** | **I can explain the theory of island biogeography and predict species richness patterns..** **I can identify factors influencing species richness (island size, distance).** | **Think-Pair-Share**: Why might some islands support more species than others? | **Mini lecture + anchor chart**: Island Biogeography Theory (MacArthur & Wilson). | **Reciprocal Teaching**: Small groups analyze text on immigration/extinction rates. | **Concept Mapping**: Build a map showing island size, distance, immigration, extinction. | **Practice FRQ**: Write a prediction for biodiversity on two hypothetical islands. | **Exit Ticket – Quick Write**: “One big idea I learned today is…” |
| **Tues day****09/09/2025** |  **I can describe ecological tolerance and apply it to population survival under stressors. I can analyze tolerance curves for species..** | **Graph Hook**: Interpret trout temperature tolerance curve. | **Direct Instruction**: Teacher models tolerance curves and stress zones. | **Guided Graph Analysis**: Analyze coral vs. pH tolerance together. | **Socratic Seminar**: “How do tolerance limits shape ecosystems under climate change?” | **Case Study Analysis**: Compare narrow vs. broad tolerance species. | **One-Sentence Summary**: “Ecological tolerance determines survival because…” |
| **Wednes day****09/10/2025** |  **I can evaluate impacts of natural disruptions on ecosystems.** **I can distinguish short- vs. long-term disruption effects.**    | **Current-Events Hook**: Examine a recent wildfire/hurricane headline. | **Instruction + Multimedia**: Examples of wildfires, volcanoes, hurricanes with data. | **Think-Aloud**: Analyze ecosystem recovery after Mt. St. Helens. | **Jigsaw**: Groups research and teach about fire, flood, volcano, drought. | **Comparison Chart**: Fill in short- vs. long-term impacts of two disruptions. | **Exit Poll**: “Which disruption is most impactful long term? Why?” |
| **Thurs day****09/11/2025** |  I can analyze how species adapt structurally, physiologically, and behaviorally. I can categorize examples of adaptations.   | **Gallery Walk**: View images of organisms with adaptations; jot notes. | **Mini-Lecture with Examples**: Cactus spines, camel humps, migration. | **Guided Sorting**: Place adaptation examples into correct categories. | **Debate – Fishbowl**: “Are human adaptations mainly cultural or biological?” | **Independent Diagram**: Draw an organism, label & explain adaptations. | **3-2-1 Reflection**: 3 adaptations, 2 examples, 1 question left. |
|  **Friday****09/12/2025** |  I can synthesize biodiversity, tolerance, disruption, and adaptation to explain ecosystem resiliency. **I can connect concepts across the week with examples.** | **Quiz-Quiz-Trade**: Peer quiz with biodiversity/adaptation terms. | **Teacher Models FRQ Scoring**: Walkthrough of rubric for sample biodiversity FRQ. | **Guided Practice**: Solve one MCQ as a class, step-by-step. | **FRQ Workshop**: Groups draft responses to AP-style disruption/adaptation FRQ. | **Independent Quiz**: 5 MCQs + 1 short FRQ. | **Closing Circle**: Share one connection across this week’s topics. |