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| ***Standards: SB6.cStudents construct an argument using evidence from comparative morphology, embryology, biochemistry, and genetics to support the theory that all living organisms share common ancestry. This includes evaluating fossil evidence of evolution*** **SB5.a** students **plan and conduct investigations** and analyze data to explain factors affecting biodiversity and populations in ecosystems  ***SB5.e. Students construct explanations predicting an organism’s ability to survive when environmental limits change (e.g., temperature, pH, drought, fire)***  **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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| **Mon Day 09/15/2025** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*I LT: I can explain how fossil evidence supports evolutionary theory.SC1: I can identify different types of fossils.SC2: I can explain how fossils provide evidence of change over time. | Quick Write: “What can fossils tell us about the past?” (Literacy strategy) | Mini-lecture with fossil images & strata diagrams. | Teacher models fossil identification, students practice with examples. | Think-Pair-Share: Students classify fossils from image set (Collaborative Categorization). | Exit slip: Label 3 fossil types and their significance. | Socratic Seminar Wrap-up: Share one fossil fact and its evolutionary importance. |
| **Tues day****09/16/2025** | LT: I can describe global patterns of biodiversity and explain why they occur.SC1: I can compare biodiversity in different ecosystems.SC2: I can explain why some regions support more species than others. | Anticipation Guide: Agree/disagree statements (“Tropical regions always have more biodiversity than deserts”). | Direct instruction with maps, graphs of biodiversity hotspots. | Guided analysis of biodiversity map – teacher leads questioning. | Collaborative Jigsaw: Groups analyze different biome data sets, share back. | Independent practice: Write a paragraph explaining biodiversity in one biome. | 3-2-1 Exit: 3 things learned, 2 questions, 1 example of biodiversity importance. |
| **Wednes day****09/17/2025** | LT: I can explain how environmental factors limit population growth and survival.SC1: I can identify limiting factors in ecosystems.SC2: I can analyze how limitations shape adaptations. | Case Study Hook: Display predator-prey graph, ask: “Why does population crash?” | Direct teaching of limiting factors (food, water, space, disease). | Teacher models carrying capacity graph interpretation; students practice. | Debate: “Which factor most strongly limits species survival?” | Independent task: Analyze given ecosystem scenario and identify limiting factors. | Reflection: Write one way environmental limits drive natural selection. |
| **Thurs day****9/18/2025** | LT: I can synthesize knowledge from Unit 1 topics.SC1: I can connect key concepts into a coherent explanation of population change.SC2: I can evaluate how different factors interact to shape biodiversity. | Kahoot/Quizizz Review Game (High-impact digital strategy). | Teacher reviews essential questions & misconceptions. | Whole-class Q&A discussion of challenging items. | Reciprocal Teaching: Groups take roles with review text. | Independent practice: Graphic organizer summary of Unit 1. | Exit Ticket: “One concept I now understand better, one I still need to review.” |
|  **Friday****09/19/202** | LT: I can demonstrate mastery of Unit 1 concepts on evidence, biodiversity, and environmental limitations.SC1: I can apply key terms and concepts accurately.SC2: I can analyze and evaluate scenarios using Unit 1 knowledge. | Motivation Minute: Quick recall game – 3 flash questions. | Teacher clarifies test format and instructions. | None (test administration). | None. | Unit 1 Test (individual). | Reflection Prompt after test: “Which Unit 1 topic was easiest for you? Hardest?” |