**Westside High School - Weekly Lesson Plan– SY 25-26**

**Teacher:** Ms.Rani **Subject:** EVS **Course:** Science **Grade:9 Date(s):** Sept 29 – Oct 3

| **Day** | **Learning Target (LT)** | **Success Criteria 1** | **Success Criteria 2** | **Activation of Learning (5 min)** | **Focused Instruction – I DO (10 min)** | **Guided Instruction – WE DO (10 min)** | **Collaborative Learning – Y’ALL DO (10 min)** | **Independent Learning – YOU DO (10 min)** | **Closing (5 min)** |
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| **Mon, Sept 29** Topic: *Physical Properties of Streams & Lakes* | I can describe the physical properties of streams and lakes. | I can identify key features (flow, temperature, depth). | I can explain how physical properties affect aquatic life. | **Think-Pair-Share**: Students recall experiences with streams/lakes. | **Modeling w/ Think-Aloud**: Teacher explains flow, turbidity, and temp with visuals. | **Graphic Organizer (Guided)**: Class fills in chart comparing streams vs. lakes. | **Team Problem Solving**: Groups analyze organism case studies (trout vs. catfish). | **Quick Write**: Students answer: “Which property most influences life in streams?” | **Exit Ticket**: One property of streams/lakes + effect on organisms. |
| **Tue, Sept 30** Topic: *Physical Properties of Ponds & Coastlines* | I can compare the physical properties of ponds and coastlines. | I can describe differences in size, salinity, and biodiversity. | I can connect physical features to organism survival. | **Gallery Walk**: Observe pond & coastline photos; record notice/wonder. | **Direct Instruction**: Teacher models salinity + wave action with demo. | **Reciprocal Teaching**: Groups read short text on coastline ecosystems. | **Academic Debate**: “Which is more diverse: ponds or coastlines?” | **Written Response**: “How does wave action affect survival?” | **3-2-1 Summary**: 3 facts, 2 interesting, 1 question. |
| **Wed, Oct 1** Topic: *Chemical Properties of Aquatic Ecosystems* | I can explain chemical properties of aquatic ecosystems. | I can describe pH, oxygen, and nutrient levels. | I can predict how chemical changes affect ecosystems. | **KWL Chart**: Brainstorm about water chemistry. | **Anchor Chart + Demo**: Teacher shows pH scale & dissolved oxygen. | **Collaborative Annotation**: Class annotates article on eutrophication. | **Jigsaw Strategy**: Groups study different properties (pH, O2, nutrients) and share. | **Paragraph Writing**: “How does low oxygen impact fish?” | **Exit Ticket**: One chemical property + its importance. |
| **Thu, Oct 2** Topic: *Organismal Adaptations in Terrestrial Biomes* | I can analyze adaptations that help organisms survive in terrestrial biomes. | I can identify structural and behavioral adaptations. | I can explain why adaptations are linked to biome conditions. | **Socratic Seminar**: “Why are deserts extreme for survival?” | **Think-Aloud**: Teacher models adaptations (camel, cactus, polar bear). | **Text Coding**: Students highlight adaptation types in biome passages. | **Jigsaw Strategy**: Each group becomes expert on one biome, then teaches peers. | **Venn Diagram**: Compare desert vs. rainforest adaptations. | **Peer Debrief**: Share one structural & one behavioral adaptation. |
| **Fri, Oct 3** Topic: *Lab: Water Collection & pH Testing + Quiz* | I can apply knowledge of aquatic properties in a lab and show mastery of biomes. | I can collect and test water samples for pH. | I can demonstrate knowledge of biome adaptations on the quiz. | **Anticipation Guide**: True/false prompts on water chemistry. | **Demonstration**: Teacher models pH testing procedure. | **Guided Lab Practice**: Students test water in pairs with supervision. | **Collaborative Data Analysis**: Groups compare water sample results. | **Quiz on Biomes** (MC + Short response). | **Revisit LT**: Students rate progress 1–4 and share one question. |