**Westside High School – Weekly Lesson Plan (Week At a Glance) – SY 25-26**

**Teacher:** Rani **Subject:** Environmental Science **Grade:** 9**Date(s):** Sept 15–19, 2025
**Focus:** Biogeochemical Cycles (Carbon, Oxygen, Phosphorus,Nitrogen)

| **Day** | **Learning Target (LT)** | **Success Criteria (SCs)** | **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)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Mon (Carbon Cycle)** | I can explain the processes of Carbon Cycle and evaluate human impacts on it. | 1. I can trace carbon movement2. I can analyze how fossil fuel use alters the carbon cycle. | **KWL Chart** Students brainstorm what they know about carbon in the environment. | **Modeling with Think-Aloud** – Teacher demonstrates tracing carbon through photosynthesis & respiration. | **Graphic Organizer (Guided)** – Class completes a flow chart of the carbon cycle together. | **Jigsaw Strategy** – Groups become “experts” on different carbon processes & teach peers. | **Choice Board/Menu** – Students select a task (diagram, infographic, or essay) showing the carbon cycle. | **Exit Ticket** – “How does human activity change the carbon cycle?” |
| **Tue (Oxygen Cycle)** | I can describe the Oxygen Cycle and its role in supporting life. | 1. I can explain oxygen production & consumption 2. I can evaluate how deforestation and pollution disrupt the oxygen cycle. | **Quick Write** – Students respond: “What would happen if oxygen levels drastically decreased?” | **Direct Instruction (EDI)** – Mini-lesson on oxygen production and consumption. | **Reciprocal Teaching** – Students summarize, predict, question, & clarify while reading text on oxygen cycle. | **Collaborative Annotation** – Students highlight disruptions in the oxygen cycle in a reading. | **Performance Task** – Create a model showing deforestation’s impact on the oxygen cycle. | **3-2-1 Summary** – 3 facts learned, 2 interesting points, 1 question. |
| **Wed (Phosphorus Cycle)** | I can illustrate the Phosphorus Cycle and its significance to living organisms. | 1. I can identify natural sources of phosphorus and how it cycles without a gas phase.2. I can explain how human activities contribute to eutrophication. | **Anticipation Guide** – True/False prompts about phosphorus (e.g., “Phosphorus has a gas phase”). | **Worked Examples** – Teacher models how phosphorus moves from rocks to plants/animals. | **Error Analysis** – Students review an incorrect phosphorus diagram and correct it. | **Team Problem Solving** – Groups analyze a eutrophication case study in lakes. | **Graphic Organizer (Independent)** – Venn diagram comparing phosphorus to other cycles. | **One-Minute Summary** – “Why is phosphorus essential to life?” |
| **Thu (NitrogenCycle)** | I can analyze the Nitrogen Cycle and its environmental consequences. | 1. I can explain Nitrogen role in the ecosystem. | Short clip on Nitrogen cycle; discussion follows. | **Anchor Charts** – Co-create Nitrogen cycle pathways chart. | **Prompting & Cueing** – Teacher asks guiding questions to deepen understanding | **Socratic Seminar** – Debate: Pros and cons of nitrogen |  Students annotate article on pollution | Partners share one insight & one lingering question. |
| FRIDAY | WHOLE WEEK REVIEW TEST | REVIEW FOR THE TEST | REVIEW FOR THE TEST | GIVEN TEST | GIVEN TEST | GIVEN TEST | GIVEN TEST | GIVEN TEST |