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

**Teacher:** [Your Name] **Subject:** Environmental Science **Course:** The Planet Earth **Grade:** 9 **Date(s):** Sept 2–5, 2025

| **Day** | **Learning Target (LT)** | **Success Criteria (SC)** | **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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| **Tue 9/2** | LT Field trip (BIODIVERSITY VS ECOLOGY) | SC1: I can define biodiversity and give examples. SC2: I can explain how biodiversity supports ecosystem resilience. | Detailed, accurate notes with clear examples of biodiversity and ecosystem interactions. Photos/sketches included. | Detailed, accurate notes with clear examples of biodiversity and ecosystem interactions. Photos/sketches included. | strong, clear explanation of biodiversity vs. ecosystem differences, with real-world field examples. | Fully engaged during field trip, contributed actively to group tasks/discussions. | Making hypothesis | Making hypothesis |
| **Wed 9/3** | LT: I can distinguish between keystone, invasive, endemic , ,native and endangered sps. | SC1: I can classify examples into correct categories. SC2: I can explain the role of keystone species in ecosystems. | **Anticipation Guide** – students respond to statements (“Invasive species can increase biodiversity.”). | **Modeling with Think-Aloud** – teacher uses case study of sea otters as keystone species. | **Reciprocal Teaching** – groups read short case studies (lionfish, wolves, beavers) and take on roles (summarizer, clarifier, etc.). | **Jigsaw Strategy** – each group becomes experts on one species type (keystone, invasive, native), then teaches peers. | **Choice Board Task** – students select one example species and explain its role (poster, infographic, or mini-essay). | **3-2-1 Summary** – 3 species roles learned, 2 examples, 1 lingering question. |
| **Thu 9/4** | LT: : Field trip (BIODIVERSITY VS ECOLOGY) | : I can define biodiversity and give examples. SC2: I can explain how biodiversity supports ecosystem resilience. | Detailed, accurate notes with clear examples of biodiversity and ecosystem interactions. Photos/sketches included. | Detailed, accurate notes with clear examples of biodiversity and ecosystem interactions. Photos/sketches included. | strong, clear explanation of biodiversity vs. ecosystem differences, with real-world field examples | Fully engaged during field trip, contributed actively to group tasks/discussions. | Making hypothesis | . Making hypothesis |
| **Fri 9/5** | LT: LAB ACTIVITY. | SC1: I can analyze case studies to evaluate ECOGICALL SUCCESSION threats. SC2: I can propose solutions to protect EOLOGICAL SUCCESSIOL | DEFINE ECOLOGICAL SUCCESSION | Focused instruction on ecological succession | Probing questions on trophic levels | Making project | Making project | Making project |