**Week-at-a-Glance (WAG)** for Environmental Science – Biogeochemical Cycles (Sept 8–12, 2025)

**Name :**Rani **Subject:** Environmental Science **Grade :9** **Date(s):** Sept 8–12, 2025

| **Day** | **Learning Target (LT)** | **Success Criteria (SC)** | **Activation (5 min)** | **Focused Instruction – I DO (10 min)** | **Guided Instruction – WE DO (10 min)** | **Collaborative – Y’ALL DO (10 min)** | **Independent – YOU DO (10 min)** | **Closing (5 min)** |
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| **Mon – Sept 8 (Unit 1 Assessment)** | LT: I can demonstrate my understanding of Unit 1 concepts in Environmental Science. | SC1: I can respond accurately to Unit 1 questions. SC2: I can explain my reasoning for selected answers. | Quick Write – students jot one most important concept from Unit 1. | Teacher reviews assessment directions clearly (Direct Instruction). | Teacher models sample question approach (Worked Example). | Students independently complete Unit 1 assessment. | Students check answers before submission. | Exit Ticket – “What was the easiest / hardest concept from Unit 1?” |
| **Tue – Sept 9 (Remediation)** | LT: I can review and strengthen my understanding of Unit 1 concepts. | SC1: I can identify where I made errors on the test. SC2: I can correct my mistakes with explanations. | Error Analysis – review common errors from assessment. | Think-Aloud: teacher models correcting a common error. | Teacher-Led Small Groups – reteach based on student data. | Peer Feedback with Rubric – students explain answers to partners. | Independent correction of missed questions. | One-Minute Summary – “What concept do you now understand better?” |
| **Wed – Sept 10 (Remediation)** | LT: I can apply my improved understanding of Unit 1 concepts. | SC1: I can explain Unit 1 concepts in my own words. SC2: I can use Unit 1 knowledge to answer practice problems. | Anticipation Guide – students respond to true/false Unit 1 statements. | Direct Instruction – reteach hardest concept with visuals/anchor chart. | Graphic Organizer (Guided) – scaffolded practice problems. | Jigsaw Strategy – groups become “experts” on a concept and reteach peers. | Independent practice: application questions. | Peer Debrief – students share what strategy helped them learn. |
| **Thu – Sept 11 (Intro to Biogeochemical Cycles)** | LT: I can describe the importance of biogeochemical cycles in ecosystems. | SC1: I can identify at least 3 key biogeochemical cycles. SC2: I can explain how matter is recycled in nature. | Engaging Video with Prompt – short clip on water/carbon cycle. | Modeling with Think-Aloud – teacher narrates nitrogen cycle diagram. | Reciprocal Teaching – students summarize, question, clarify in small groups using reading passage. | Team Problem Solving – groups analyze how pollution impacts a cycle. | Graphic Organizer (Independent) – complete cycle diagram with notes. | 3-2-1 Summary – 3 facts, 2 connections, 1 question about cycles. |
| **Fri – Sept 12 (Unit 2 Pre-Assessment)** | LT: I can demonstrate what I know about Unit 2 (Biogeochemical Cycles) before instruction. | SC1: I can answer Unit 2 pre-assessment questions independently. | KWL Chart – students fill “K” and “W” columns. | Teacher explains format of pre-assessment (Direct Instruction). | Prompting & Cueing – teacher asks guiding questions before test. | Socratic Seminar (brief) – discuss “Why do ecosystems need cycles?” | Students complete Unit 2 pre-assessment. | Revisit Learning Target – students self-rate confidence (1–4). |