|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standards :**  **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 |
| **Mon day 09/29/2025** | LT: I can differentiate between generalist and specialist species. SC1: I can identify traits of generalist vs. specialist species. SC2: I can analyze advantages/disadvantages of each in changing ecosystems. | Hook Image: Panda vs. raccoon → “Who survives better in changing environments?” (Think-Pair-Share). | Mini-lecture with examples (panda, koala vs. cockroach, raccoon). Teacher models Venn diagram. | Guided sort: Students classify 8 species into generalist or specialist using trait cards. | Small groups create a T-chart poster comparing generalist vs. specialist traits (gallery walk). | Quick Write: “Which type of species is more resilient to human disturbances? Why?” | Exit Ticket: Define one generalist and one specialist with example. |
| **Tues day**  **09/30/2025** | LT: I can distinguish between r-selected and K-selected reproductive strategies. SC1: I can classify organisms as r- or K-selected. SC2: I can explain ecological contexts where each strategy is advantageous. | Case Study Hook: Show sea turtles vs. elephants, ask: “Who invests more in offspring survival?” | Teacher models r vs. K-selected traits with table & graph (high fecundity vs. high parental care). | Guided practice: Students classify a list of 10 species. Whole-class discussion to justify placements. | Jigsaw Strategy: Groups analyze pros/cons of r-selected vs. K-selected and present. | Cornell Notes: Students take structured notes from readings on reproductive strategies. | Poll: “Which strategy would succeed after a natural disaster? Why?” |
| **Wednes day**  **10/01/2025** | LT: I can interpret and compare survivorship curves (Type I, II, III). SC1: I can match species examples to survivorship curves. SC2: I can infer ecological strategies from survivorship data. | Hook: Display graph of human survivorship vs. oysters. Ask: “What does this graph suggest about life strategy?” | Teacher models the three types of curves using real data graphs. | Class works together to place 6 species on survivorship curve diagrams. | Collaborative Concept Map: “Link survivorship curve type → life history strategy → real-world example.” | Students answer AP-style FRQ: “Explain how survivorship curve data can influence conservation planning.” | Exit Ticket: Identify one species for each curve type. |
| **Thurs day**  **10/02/2025** | LT: I can explain the concept of carrying capacity and population limits. SC1: I can interpret logistic growth curves. SC2: I can predict consequences of exceeding carrying capacity. | Hook Question: Show predator-prey graph (wolves & moose). Ask: “Why does population crash?” | Teacher models logistic vs. exponential growth graphs with equations. | Guided simulation: Population growth with dice (carrying capacity demonstration). | Socratic Seminar: Debate → “Should humans aim to control population growth to avoid exceeding Earth’s carrying capacity?” | Independent graphing: Students graph logistic growth from provided data set. | 3-2-1 Reflection: 3 key terms, 2 examples, 1 lingering question. |
| **Friday**  **10/03/2025** | LT: I can analyze how resource availability impacts population growth. SC1: I can link limiting factors (food, water, space, disease) to population dynamics. SC2: I can interpret graphs showing population-resource relationships. | Hook: Show image of locust swarm → “What limiting factor might stop this population?” | Teacher explains Malthusian theory, resource limits, and modern population data. | Guided case study: Human population growth vs. food supply data (discussion). | Collaborative group analysis: Students evaluate assigned country population pyramids & predict trends. | Independent AP-style MCQs & short FRQ practice on population growth. | Exit Poll (digital): “What factor most influences human population growth today?” |