

## ARC Week at Glance – Jackson (S1, W18)

**Topic:** Unit 4 – Earth’s Systems & Resources    **Course:** AP Environmental Science    **Grade:** 9    **Dates:** 12/9 – 12/13

	Learning Target (I am learning...)	Criteria for Success (I can...)	Activation/ Instruction	Collaboration/ Guided Practice	Independent Learning/ Assessment
			<i>(Include at least one/two formatives*in any part of the lesson as needed)</i>		
<b>Monday</b>	about how earth’s systems interact, resulting in a state of balance over time.	Review	<b>Do Now:</b> Lab Group FRQs for 4.5, 4.6, and 4.7.	Review the Unit 4 Part B Packet to prep for tomorrow’s Checkpoint Quiz (4.4 – 4.7)	<b>Exit Ticket:</b> One-Page of handwritten notes for tomorrow’s checkpoint quiz.  HW – Study for Checkpoint Quiz
<b>Tuesday</b>	about how earth’s systems interact, resulting in a state of balance over time.	demonstrate mastery of earth’s systems and resources.	<b>Do Now:</b> Technology Check for assessment.	T-P-S Class Review Quiz (students respond individually, then discuss in lab groups, will share when teacher calls on group).	<b>Exit Ticket:</b> Unit 4, Checkpoint #2 Quiz  HW – Smedes Notes 4.8
<b>Wednesday</b>	about how earth’s systems interact, resulting in a state of balance over time.	describe how the Earth’s geography affects weather and climate.	<b>Do Now:</b> FRQ for 4.8	Unit 4 Packet Part B – 4.8 (Chunk and discuss)	<b>Exit Ticket:</b> MCQ Slideshow Quiz on 4.8.  HW – Smedes Notes 4.9
<b>Thursday</b>	about how earth’s systems interact, resulting in a state of balance over time.	describe the environmental changes and effects that result from El Niño or La Niña events (El Niño–Southern Oscillation).	<b>Do Now:</b> FRQ for 4.9	Unit 4 Packet Part B – 4.9 (Chunk and discuss)	<b>Exit Ticket:</b> MCQ Slideshow Quiz on 4.9.  Review the Unit 4 Study Resources listed in Canvas.
<b>Friday</b>	about how earth’s systems interact, resulting in a state of balance over time.	use task verbs to respond to items involving earth’s systems and resources	<b>Do Now:</b> Task Verbs (matching activity).  Exam Week expectations.	T-P-S Class Review Quiz (students respond individually, then discuss in lab groups, will share when teacher calls on group, MCQ first, FRQ last (2)).	<b>Exit Ticket:</b> Final FRQ for students to respond to individually (place in bin).  Review the Unit 4 Study Resources listed in Canvas.

**Additional Info:**

**Literacy Task**

**Minor Grade**

**Major Grade**

**Course materials and resources are available in Canvas.**

## ARC Week at Glance – Jackson (S1, W18)

**Topic: Final Exam Prep**

**Course: Chemistry**

**Grade: 11**

**Dates: 12/9 – 12/13**

	Learning Target (I am learning ...)	Criteria for Success (I can...)	Activation/ Instruction	Collaboration/ Guided Practice	Independent Learning/ Assessment
			<i>(Include at least one/two formatives*in any part of the lesson as needed)</i>		
<b>Monday</b>	how to conduct a testable science experiment.  how the manipulation of variables affects chemical reactions.	Reckoning Day	Do Now: Identify missing assignments for students to complete.	Review; Remediate	Students complete assessments as needed.
<b>Tuesday</b>	Final Exam Prep	evaluate my current understanding of various Chemistry topics.	<b>Do Now:</b> Technology Check  Exam Week expectations.	Students will review responses after the Practice Exam. Students can ask questions to better understand content. Teacher will work through examples.	<b>Practice Exam (on Canvas)</b>
<b>Wednesday</b>	Final Exam Prep	Unit 1 Review	<b>Do Now:</b> History of the Atom (sorting activity)	Review: Atoms, Atomic Structure, Electron Configuration	<b>Exit Ticket:</b> Quizziz on Atoms, Atomic Structure, Electron Configuration
<b>Thursday</b>	Final Exam Prep	Unit 2 Review	<b>Do Now:</b> Physical vs. Chemical Properties (sorting activity)	Review: Physical vs. Chemical Properties, Ionic/Covalent/Metallic Bonding	<b>Exit Ticket:</b> Quizziz on Physical vs. Chemical Properties, Ionic/Covalent/Metallic Bonding
<b>Friday</b>	Final Exam Prep	Unit 3 (Part A)	<b>Do Now:</b> Review	Review: Types of chemical reactions, endo-/exothermic reactions, factors affecting chemical reactions.	<b>Exit Ticket:</b> Quizziz on Types of chemical reactions, endo-/exothermic reactions, factors affecting chemical reactions.

**Additional Info:**

**Literacy Task**

**Minor Grade**

**Major Grade**

**Course materials and resources are available in Canvas.**

## ARC Week at Glance – Jackson (S1, W18)

**Final Exam Prep**

**Course: Environmental Science**

**Grade: 9**

**Dates: 12/9 – 12/13**

	Learning Target (I am learning...)	Criteria for Success (I can...)	Activation/ Instruction	Collaboration/ Guided Practice	Independent Learning/ Assessment
			<i>(Include at least one/two formatives*in any part of the lesson as needed)</i>		
<b>Monday</b>	Fall Semester Final Project	create a food web for my created organism.	Do Now: YouScience  Reminder to complete missing assignments and turn them in by today.	Food Chain vs Food Web  Food Web Review (whiteboards and Promethean)  Identify organisms that exist in assigned biome. Create a food web	Students create a food web for their created organism.  Exit Ticket: Submit in Checkpoint #2 in Canvas.
<b>Tuesday</b>	Fall Semester Final Project	write a description of my assigned biome for my created organism.	Do Now: YouScience	Group Whiteboard Activity (Tables are assigned a biome and will need to identify biotic and abiotic factors that are found in the biome). Groups will present to the class.	Students write a description of their biome and communicate how it lives/survives in that biome (may need content from previous checkpoints)  Exit Ticket: Submit in Checkpoint #3 in Canvas.
<b>Wednesday</b>	Fall Semester Final Project	design an illustration or model to represent my created organism.	Do Now: YouScience	Student-Teacher Q&A on Project.  Guidance on what step students should be at on the project.	Exit Ticket: Submit a draft of your narrative in Canvas.
<b>Thursday</b>	Fall Semester Final Project	identify traits and biome adaptations necessary for my created organism.	Do Now: YouScience	Review rubric for project  Students continue working on their project as needed. (Teacher Circulates)	Students individually work on their Fall Semester Project.  Exit Ticket: Students will submit their project on Canvas for grading.

<b>Friday</b>	Fall Semester Final Project	communicate the role my created organism plays in its biome.	<p>Do Now: Self-evaluate projects up to this point.</p> <p>Discuss final details.</p> <p>Exam Week expectations.</p>	<p>Address any questions or concerns regarding the remainder of the project.</p> <p>Students continue working on their project as needed. (Teacher Circulates).</p>	<p>Students individually work on their Fall Semester Project. (This is the last day to complete it.)</p> <p>Exit Ticket: Students will submit their project on Canvas for grading.</p>
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**Additional Info:**      **Literacy Task**      **Minor Grade**      **Major Grade**      **Course materials and resources are available in Canvas.**