

## ARC Week at Glance – Jackson (S2, W13)

**Topic: Unit 8 – Aquatic and Terrestrial Pollution  
& Unit 9 – Global Change**

**Course: AP Environmental Science**

**Grade: 9    Dates: 3/24 – 3/28**

	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>	that human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.	demonstrate mastery of aquatic and terrestrial pollution.	Review (due to fire alarm, the unit 8 exam has been moved to Thursday (2 <sup>nd</sup> Period) and Friday (3 <sup>rd</sup> Period)	Unit 8 Exam Prep (walkthrough on Canvas)	Kahoot! (Unit 8 Test)  HW: Review notes and previous course content for tomorrow's benchmark assessment.
<b>Tuesday</b>	that local and regional human activities can have impacts at the global level.	demonstrate mastery of environmental science.  2 <sup>nd</sup> Period Only (due to block schedule)	Do Now: Technology Check and Assessment expectations.		APES EOY Benchmark in Progress Learning
<b>Wednesday</b>	that local and regional human activities can have impacts at the global level.	demonstrate mastery of environmental science.  5 <sup>th</sup> Period Only (due to block schedule)	Do Now: Technology Check and Assessment expectations.		APES EOY Benchmark in Progress Learning
<b>Thursday</b>	that local and regional human activities can have impacts at the global level.	demonstrate mastery of aquatic and terrestrial pollution.  2 <sup>nd</sup> Period Only (due to block schedule)	Do Now: Technology Check (AP Classroom)  Make up opportunity for missed APES Benchmark; Make up opportunity for missed Unit 8 FRQ.		<b>Unit 8 MCQ</b>  HW: Complete the Unit 9 Progress Check in AP Classroom
<b>Friday</b>	that local and regional human activities can have impacts at the global level.	demonstrate mastery of aquatic and terrestrial pollution.  5 <sup>th</sup> Period Only (due to block schedule)	Do Now: Technology Check (AP Classroom)  Make up opportunity for missed APES Benchmark; Make up opportunity for missed Unit 8 FRQ.		<b>Unit 8 MCQ</b>  HW: Complete the Unit 9 Progress Check in AP Classroom

**Additional Info:**

**Literacy Task**

**Minor Grade**

**Major Grade**

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

## ARC Week at Glance – Jackson (S2, W13)

**Topic: Unit 4 – Solutions, Acids, and Bases**

**Course: Chemistry**

**Grade: 11**

**Dates: 3/31 – 4/4**

	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 the properties that describe solutions and the nature of acids and bases.	demonstrate mastery of acids, bases, and pH.	Do Now: Assessment expectations.		Acids and Bases Assessment  Reminder to bring laptops for tomorrow's benchmark assessment.
<b>Tuesday</b>		demonstrate mastery of chemistry.	Do Now: Technology Check and Assessment expectations.		Chemistry EOY Benchmark on Progress Learning
<b>Wednesday</b>	No class due to testing schedule.				
<b>Thursday</b>	about the properties that describe solutions and the nature of acids and bases.	conduct an experiment to examine ocean acidification.	<b>Do Now:</b> Article reading and annotation on Ocean Acidification  Make up opportunity for Benchmark Assessment.	Lab – Are Our Oceans Becoming Acidic?	Exit Ticket: Reflection on today's lab (3-2-1) and how this lab impacts our world. Two-paragraph minimum.
<b>Friday</b>	No class due to testing schedule.				

**Additional Info:**

**Literacy Task**

**Minor Grade**

**Major Grade**

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

## ARC Week at Glance – Jackson (S2, W13)

**Topic:** Unit 4 – Sustaining Planet Earth

**Course:** Environmental Science

**Grade:** 9

**Dates:** 3/31 – 4/4

	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>		
Monday	about the types, availability, allocation, and sustainability of energy resources	summarize research to make a claim on the best and worst energy sources.	<b>Do Now:</b> Take 15 minutes to complete ensure that you have completed research and rankings for all 3 energy sources.	Collaborative notes using poster paper in 15 minutes. (students will write down 2 facts from each of the energy sources they researched and record them on the poster paper)  Images of the posters will be placed into Padlet as a study resource.	<b>Exit Ticket:</b> Using the information provided throughout this activity, make a claim determining which energy source is the best and which energy source is the worst. Provide 2 reasons for both. Submit in Canvas along with the <b>Energy Production</b> handout.
Tuesday		demonstrate mastery of environmental science.	Do Now: Technology Check and Assessment expectations.		Chemistry EOY Benchmark on Progress Learning
Wednesday	about the types, availability, allocation, and sustainability of energy resources	conduct research to determine the availability and viability of energy resources	<b>Do Now:</b> Reliable vs Viable (define, distinguish, discuss)  Make up opportunity for Benchmark Assessment.	Energy Webquest	<b>Exit Ticket:</b> Write an informational summary that responds to the 4 questions in the Energy Webquest (minimum of a 3-sentence response per question).
Thursday	about the types, availability, allocation, and sustainability of energy resources	promote awareness of an energy source by creating an informational brochure.	<b>Do Now:</b> Access Canvas to see which energy source you have been assigned.  Make up opportunity for Benchmark Assessment.	Discuss rubric for Energy Informational Flyer (Canvas)	Energy Informational Flyer (Day 1)

**Additional Info:** **Literacy Task** **Minor Grade** **Major Grade** ~~Course materials and resources are available in Canvas.~~

## ARC Week at Glance – Jackson (S2, W13)

**Topic: Unit 4 – Sustaining Planet Earth**

**Course: Environmental Science**

**Grade: 9**

**Dates: 3/31 – 4/4**

<b>Friday</b>	about the types, availability, allocation, and sustainability of energy resources	promote awareness of an energy source by creating an informational brochure.	<b>Do Now:</b> Revisit the rubric for the Energy Informational Flyer  Make up opportunity for Benchmark Assessment.	Feedback on progression of Energy Informational Flyers	<b>Energy Informational Flyer</b> (Day 2; submit in Canvas for feedback and grading)
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**Additional Info:**

**Literacy Task**

**Minor Grade**

**Major Grade**

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