ARC Week at Glance – Jackson (S2, W9)

Topic: Unit 7 – Atmospheric Pollution Course: AP Environmental Science Grade: 9 Dates: 3/3 – 3/7

	Learning Target (I am learning…)	Criteria for Success (I can…)	Activation/ Instruction	Collaboration/ Guided Practice	Independent Learning/ Assessment
			*(Include at least one/two formatives*in any part of the lesson as needed)*		
Monday	that human activities have physical, chemical, and biological consequences for the atmosphere.	illustrate how various compounds and substances move in our atmosphere.	Do Now: FRQ for 7.1 and 7.2	Atmospheric Processes and Air Pollution Drawings (chalk drawings)	Teacher circulates to see and hear justifications of the atmospheric processes. HW: AP Daily Video and Smedes Notes for 7.4
Tuesday	that human activities have physical, chemical, and biological consequences for the atmosphere.	describe thermal inversion and its relationship with pollution. describe natural sources of CO_2 and particulates.	Do Now: FRQ for 7.3 and 7.4	Slides and Notes – Thermal inversion and particulate matter. Complete the Atmospheric Processes and Air Pollution Drawings	Teacher circulates to see and hear justifications of the atmospheric processes. HW: Study for Checkpoint Quiz (Topics 7.1 – 7.4)
Wednesday	that human activities have physical, chemical, and biological consequences for the atmosphere.	demonstrate mastery of photochemical smog, thermal inversion, Atmospheric CO_2 and Particulates identify the sources and effects of air pollutants. explain the causes and effects of photochemical smog and methods to reduce it.	Do Now: Technology and Notes Check	Air Pollution Data Lab	Unit 7, Checkpoint #1 Quiz HW: AP Daily Video and Smedes Notes for 7.5 & 7.6
Thursday	that human activities have physical, chemical, and biological consequences for the atmosphere.	describe acid deposition and the effects it has on the environment describe human activities that result in noise pollution and its effects.	Do Now: FRQ for 7.5 and 7.6 Unit 7 Overview and Timeline (Expectations)	Slides and Notes – Types of indoor air pollutants, acid rain, noise pollution	Exit Ticket: HW: AP Daily Videos and Smedes Notes for 7.7 and 7.8

Friday	that human activities have physical, chemical, and biological consequences for the atmosphere.	apply task verbs to demonstrate my understanding of air pollution by responding to free response questions.	Do Now: FRQ for 7.7 and 7.8	Review of Task Verbs	Unit 7 FRQ Quiz HW: Retake the Unit 7 Progress Check; Study for Unit 7 Quiz; study resources in Canvas; PowerUp Asynchronous Assignment will be posted in Canvas.

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

ARC Week at Glance – Jackson (S2, W9)

Topic: Unit 3B – Chemical Reactions **Course: Chemistry** **Grade: 11** **Dates: 3/3 – 3/7**

	Learning Target (I am learning …)	Criteria for Success (I can…)	Activation/ Instruction	Collaboration/ Guided Practice	Independent Learning/ Assessment
			*(Include at least one/two formatives*in any part of the lesson as needed)*		
Monday	how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	Review, Remediate, Differentiate	Do Now: Review of Infinite Campus (failure notice email has been sent, 10 weeks left in the semester)	Assist students who need introduction to content or remediate (practice worksheets and video resources in Canvas)	Opportunity to make up missed assessments. Students who are caught up will take a practice assessment to prep for tomorrow's assessment.
Tuesday	how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	demonstrate mastery of mole-to-mole, mole-to-mass, and mass-to-mole conversions.	Do Now: Assessment Expectations	Student/Teacher Q&A with practice items	Stoichiometry Assessment (Part 1)
Wednesday	how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	perform mole-to-mole conversions.	Do Now: Use the POGIL – Stoichiometry Packet to help you solve the questions on the board. [list]	T-Chart to identify differences with mole-to-mole, mole-to-mass, and mass-to-mole conversions. POGIL – Stoichiometry (Model 3; I / We Do)	Complete the "You Try…" section of Model 3 Exit Ticket: Write a brief explanation of the steps you would take to complete mole-to-mole stoichiometric conversions.
Thursday	how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	Review (mole-to-mole conversions)	Do Now: Practice mass-to-mass conversion problem to solve.	Interactive Slideshow (student volunteers; cold calls; whiteboards, etc.)	Complete the "You Try…" section of Model 1 Exit Ticket: Write a brief explanation of the steps you would take to complete mole-to-mole stoichiometric conversions.
Friday	how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	demonstrate mastery of mass-to-mass conversions.	Do Now: Assessment Expectations	Student/Teacher Q&A with practice items	Stoichiometry Assessment (Part 2)

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

ARC Week at Glance – Jackson (S2, W9)

Topic: Unit 3B – Humans on Earth **Course: Environmental Science** **Grade: 9** **Dates: 3/3 – 3/7**

	Learning Target (I am learning…)	Criteria for Success (I can…)	Activation/ Instruction	Collaboration/ Guided Practice	Independent Learning/ Assessment
			*(Include at least one/two formatives*in any part of the lesson as needed)*		
Monday	how humans impact the environment.	create my own GMO or research an existing one to create an ad to sell my GMO to consumers.	Do Now: Identify 3 foods that you consume regularly that are GMOs? How do you feel about that?	"Buy My GMO! Catalog Ad" (Discuss rubric, conduct research, select GMO, begin making ad.)	Exit Ticket: When you start class tomorrow, what step will you be on? Do you need assistance with anything regarding this assignment?
Tuesday	how humans impact the environment.	design an ad that will go into the class GMO catalog.	Do Now: What GMO are you going to place in the catalog? Why did you make or choose that GMO? Follow up with yesterday's Exit Ticket.	Class time to work on the GMO ad. Review rubric; Upload to Padlet once complete.	Exit Ticket: Presentation sign-up sheet; survey to find out what students my need to do in order to finish up tomorrow.
Wednesday	how humans impact the environment.	present my GMO to consumers.	Do Now: Revisit rubric and expectations for the "Buy my GMO! Catalog Ad"	Additional time to work on the GMO ad. Upload to Padlet once complete.	Buy my GMO! Catalog Ad Presentations
Thursday	how humans impact the environment.	analyze data, graphs, and maps to describe urbanization and urban sprawl.	Do Now: Identify and area in Augusta or a city that you are familiar with and describe how it has developed over the past few years?	Urbanization and Urban Sprawl Packet (complete map 1 and questions as a class; chunk maps 2-4; timer and discussion between each)	Exit Ticket: 3-2-1 (three things you learned, two things you found interesting, and one thing you have a question about.
Friday	how humans impact the environment.	write an essay that describes the differences between urbanization and urban sprawl?	Do Now: Review the pictures of Augusta. Determine if Augusta has experienced urbanization or urban sprawl within the timeframe shown? (or use timelapse on Google Earth)	Review and discuss rubric for essay.	Urbanization and Urban Sprawl Essay

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