

## ARC Week at Glance – Patel (S1, W16)

**Topic: Unit 3: Chemical Reactions**

**Course: Chemistry**

**Grade: 11**

**Dates: 11/17 – 11/21**

	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	obtain, evaluate, and communicate information about how to refine the design of a chemical system by applying engineering principles to manipulate the factors that affect a chemical reaction.	demonstrate mastery of equilibrium and reaction rates.	Do Now: Assessment expectations, technology; secure unauthorized technology.	Student-Teacher Q&A prior to assessment.	Assessment – Equilibrium and Reaction Rates
Tuesday	obtain, evaluate, and communicate information about how to refine the design of a chemical system by applying engineering principles to manipulate the factors that affect a chemical reaction.	conduct an experiment to examine temperature changes in endothermic and exothermic reactions Hot Pack/Cold Pack	Do Now: Temperature and enthalpy change questions for endothermic and exothermic reactions.	Lab safety and expectations; Overview of the lab; Distribute lab materials.	Lab Clean lab area. Submit lab sheet in the bin for feedback grading.
Wednesday	obtain, evaluate, and communicate information about how to refine the design of a chemical system by applying engineering principles to manipulate the factors that affect a chemical reaction.	Analyze the observation obtained from Hot Pack/Cold Pack lab.	Do now: What is specific heat?	Calculation of specific heat	Submit lab sheet in the bin for feedback grading.
Thursday	how to conduct a testable science experiment.	communicate the variables, materials, and procedure for my experiment.	Do Now: Revisit the Science Fair Checkpoint #1 (Canvas)	Discussion: Distinguish between independent variable, dependent variable, control variable, and constants (in experiments).	Create or add slides to your slideshow that communicate the independent variable, dependent variable, control variable, and constants in your experiment. Submit in Canvas for feedback.
Friday	how to take ownership of my learning.	Reckoning Day – Review, Remediate, Differentiate	Do Now: Students will receive grade reports to me made aware of their current standing in class.	Silent Workday: students will have time in class to receive assistance with learning course content and to complete missing assignments. Students will report to stations/ designated areas in class to work on specific assignments or learning tasks.	Exit Ticket: Students will submit their signed grade report along with assignments they completed for feedback and grading.

**Additional Info:**

**Minor Grade**

**Major Grade**

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

## ARC Week at Glance – Patel (S1, W16)

**Topic:** Unit 3A: Humans on Earth

**Course:** Environmental Science

**Grade:** 9

**Dates:** 11/17 – 11/21

	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 obtain, evaluate, and communicate information to analyze human impact on natural resources.	conduct research on an environmental issue caused by humans.	Do Now: Science fair project slides submission	Human Impact Case Studies (discuss assignment details, review the rubric, assign topics, begin research, keep track of websites to cite as sources)	Exit Ticket: What are 3 interesting facts that you learned through your research?
<b>Tuesday</b>	how to obtain, evaluate, and communicate information to analyze human impact on natural resources.	analyze and organize the information I collected for my case study.	Do Now: Q&A on Case Study Posters	Using the poster template, students will determine where they are going to determine the layout of their information and images on their poster.	Students to upload any pictures that they need printed in color in the submission area in Canvas.
<b>Wednesday</b>	how to obtain, evaluate, and communicate information to analyze human impact on natural resources.	create a poster to present the findings from my case study.	Do Now: Q&A on Case Study Posters	Students will use their template to begin designing their posters. Class time will be used to make posters.	Students to place completed <b>Human Impact Case Study</b> posters in bin prior to leaving class for feedback and grading.
<b>Thursday</b>	how to obtain, evaluate, and communicate information to analyze human impact on natural resources.	Present my findings from my case study.	Do Now: Q&A on Case Study Posters	Students will present their posters. Class time will be used to make posters.	Students will provide peer feedback on presentation.
<b>Friday</b>	how to obtain, evaluate, and communicate information to analyze human impact on natural resources.	Reckoning Day – Review, Remediate, Differentiate	Do Now: Students will receive grade reports to me made aware of their current standing in class.	Silent Workday: students will have time in class to receive assistance with learning course content and to complete missing assignments. Students will report to stations/ designated areas in class to work on specific assignments or learning tasks.	Exit Ticket: Students will submit their signed grade report along with assignments they completed for feedback and grading.

**Additional Info:**

**Minor Grade**

**Major Grade**

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