ARC Week at Glance – Jackson (S1, W11)

Topic: Unit 3 – Populations Course: AP Environmental Science Grade: 9 Dates: 10/13 – 10/17

	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	No School (Fall Break)				
Tuesday	No School (Fall Break)				
Wednesday	that populations change over time in reaction to a variety of factors.	identify differences between generalist and specialist species.	International Mindedness Activity: Bangladesh	Slides and Notes on Specialist vs. Generalist Species Specialist vs Generalist Species Card Sort	Exit Ticket: FRQ: 3.1 (Place in bin for feedback) HW – Videos and Notes on 3.2
Thursday	that populations change over time in reaction to a variety of factors.	identify differences between K- and r-selected species.	Do Now: Discuss responses from yesterday's FRQ (3.1)	K- and r-selected Species Card Sort Quizlet: Generalist vs Specialist and K-Selected vs R-Selected Species	Exit Ticket: FRQ: 3.2 (Place in bin for feedback) HW – Videos and Notes on 3.3
Friday	that populations change over time in reaction to a variety of factors.	explain survivorship curves. describe carrying capacity and the impact it has on ecosystems.	Do Now: Discuss responses from yesterday's FRQ (3.2)	Activity: Graphing Survivorship Curves	Exit Ticket: FRQ: 3.3 Do Now: (Place in bin for feedback) Discuss responses to the FRQ. HW – Videos and Notes on 3.4

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

ARC Week at Glance – Jackson (S1, W11)

Topic: Unit 2: Properties and Bonding Course: Chemistry Grade: 11 Dates: 10/13 – 10/17

	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	No School (Fall Break)				
Tuesday	No School (Fall Break)				
Wednesday	how to obtain, evaluate, and communicate information about how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	conduct an experiment to examine the law of conservation of mass/matter.	Do Now: Identify the chemical reactions listed:	Lab – Baking Soda and Vinegar Lab (Law of Conservation of Mass/Matter)	Clean lab area Submit complete lab sheet in Canvas.
Thursday	how to obtain, evaluate, and communicate information about how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	describe how the Law of Conservation of Mass/Matter applies to chemical equations.	Do Now: Examine the chemical compounds below and determine how many of each element is present in each compound.	Discuss the parts of a chemical equation and what they represent (Reactant, Arrow, Product, Coefficients, Subscripts, etc.) Manipulative Activity - Balancing Chemical Equations	Science Fair Project Checkpoint #2 (Canvas): Students are tasked to conduct research on their science project topic and find a minimum of 6 credible sources. Students are to compile a list of web addresses and record key facts or summaries from the sources. Students will submit their list as evidence of productive research.
Friday	how to obtain, evaluate, and communicate information about how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	balance chemical equations.	Do Now: Which chemical equations are balanced and which are not? Justify.	PhET – Balancing Chemical Equations	Exit Ticket: Kahoot! – Balancing Chemical Equations

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

ARC Week at Glance – Jackson (S1, W11)

Topic: Science Fair Projects Course: Environmental Science Grade: 9 Dates: 10/13 – 10/17

	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	No School (Fall Break)				
Tuesday	No School (Fall Break)				
Wednesday	how to conduct a testable science experiment.	analyze the research I collected on my science project topic to form my hypothesis.	Do Now: On a separate sheet of paper, write down your responses to following questions: • What is the topic of your science fair project? • What is the main question that you want to find an answer to by carrying out your science fair project? • What are some interesting facts that you have found after conducting research about your science fair project?	Presentation and Discussion of the Scientific Method (follow up from the Learn @ Home Nearpod). Work session to: • Student and Teacher conferences to discuss progress with science fair projects. • Time for students to select topics, conduct research, and complete Checkpoint #1. • Receive feedback on Science Fair Project Checkpoint #1 from Learn @ Home.	Exit Ticket: Science Fair Project Checkpoint #2 (Canvas): Students are tasked to synthesize their research they collected and form a hypothesis using the "If…, then…" format.
Thursday	how to conduct a testable science experiment.	analyze an experiment and determine which parts align with the scientific method.	Do Now: Guess Who? (steps of the scientific method)	Read, Annotate, and Discuss: "A Light on Growth: A Scientific Journey with Bean Plants (text and fillable worksheet)	Exit Ticket: How confident do you feel about using the scientific method to conduct your science experiment? Write a sentence to support your position.

Friday	how to conduct a testable science experiment.	create a detailed outline for my science fair project.	Do Now: (Based on yesterday's survey results.)	Science Fair Project Outline: Students will fill out the handout with their plan for completing their Science Fair Project.	Exit Ticket: Students will place their Science Fair Project Outline in GREEN bin for feedback.

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