

ARC Week at Glance – Jackson (S1, W16)

Topic: Unit 4 – Earth Systems and Resources **Course:** AP 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
			(Include at least one/two formatives *in any part of the lesson as needed)		
Monday	about how earth’s systems interact, resulting in a state of balance over time.	describe similarities and differences between properties of different soil types. describe the characteristics and formation of soil.	Do Now: Discuss previous FRQ responses from 4.2 and the slides. Lab Safety	Soil Analysis Lab – Day 1 (distribute kits, predictions, set samples, and test pH)	Secure soil and water samples. Clean lab area. HW: Complete notes and study topics 4.1-4.3 for Checkpoint Quiz
Tuesday	about how earth’s systems interact, resulting in a state of balance over time.	describe similarities and differences between properties of different soil types.	Do Now: Lab Safety, redistribute lab materials	Soil Analysis Lab – Day 1 (test samples for N, P, and K, collect data, make claims using the evidence and data from the lab)	Clean lab area. Submit completed lab packet in Canvas for feedback and grading. HW: Complete notes and study topics 4.1-4.3 for Checkpoint Quiz
Wednesday	about how earth’s systems interact, resulting in a state of balance over time.	demonstrate mastery of plate tectonics and soil formation, composition and properties.	Do Now: Quiz – Unit 4, Checkpoint 1	Discussion on the Soil Analysis Lab (key takeaways)	FRQ for Soil Analysis Lab HW – Video and notes for 4.4
Thursday	about how earth’s systems interact, resulting in a state of balance over time.	describe the structure and composition of the Earth’s atmosphere.	Do Now: International Mindedness Assignment: Japan	Atmosphere WebQuest	Exit Ticket: FRQ for 4.4 HW – Video and notes for 4.4
Friday	about how earth’s systems interact, resulting in a state of balance over time.	explain how environmental factors can result in atmospheric circulation.	Do Now: International Mindedness Assignment: Japan (if additional time is needed)	Slides and Worksheet on Global Wind Patterns (chunked with response questions, videos, and discussion)	Task Verbs Quiz (Round 2) Submit International Mindedness Assignment: Japan

Additional Info:

Minor Grade

Major Grade

Course materials and resources are available in Canvas.

ARC Week at Glance – Jackson (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
			<i>(Include at least one/two formatives*in any part of the lesson as needed)</i>		
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.	Review	Do Now: Balance the following chemical reactions: (LIST 2)	Review: <ul style="list-style-type: none"> Jeopardy – Endo-/Exo- Reactions Equilibrium shifts (Left, Right, No Change) Equilibrium Expression (formula) 	Exit Ticket: Disclose any additional questions on a scratch sheet of paper and place it in the bin prior to exiting class.
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.	demonstrate mastery of chemical reactions.	Do Now: Intro to Reaction Rates Bellringer (3 items, timer, class discussion to follow)	Slides and Notes (10 minutes for students to record the notes in Canvas; followed by the teacher discussing the slideshow; throughout students will have a designated amount of time to work through and discuss sections of WS1)	Exit Ticket: Mini-Quiz on Reaction Rates (place responses in bin prior to exiting class)
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 – Jackson (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>		
Monday	how to obtain, evaluate, and communicate information to analyze human impact on natural resources.	analyze data from my experiment to write a claim on the effects of ocean acidification.	Do Now: Take out your Ocean Acidification Lab Sheet. Next, locate the cup your group used to soak the shell in (percent concentration of vinegar). Next, write down observation that you see (discuss as a class)	Data Collection: Place the shell on the digital scale to find its current mass. Compare it to the original mass that you recorded. Calculate the percent change. Record each group's data on the class data table (Promethean board, discuss)	Clean lab area. Complete the remainder of the Ocean Acidification Lab Report . Submit in Canvas for feedback and grading.
Tuesday	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: Create a list of 5 environmental issues that are caused or made worse by humans (discuss as a class).	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?
Wednesday	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.
Thursday	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 Human Impact Case Study posters in bin prior to leaving class for feedback and grading.
Friday	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.

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