ARC Week at Glance – Jackson (S1, W5)

Topic: Unit 1: The Living World – Ecosystems Course: AP Environmental Science Grade: 9 Dates: 9/1 – 9/5

	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				
Tuesday	to describe environmental concepts and processes.	explain the steps and reservoir interactions in the nitrogen and phosphorus cycles.	Do Now: Daily FRQ for 1.5	Slides and flipped notes for 1.5 & 1.6 The Nitrogen and Phosphorus Cycles Nearpod - Nitrogen and Phosphorus Cycles	Exit Ticket: FRQ on 1.6 HW – Flipped Notes 1.8 & 1.9
Wednesday	to describe environmental concepts and processes.	define primary productivity, NPP and GPP. describe factors that affect primary productivity.	Do Now: Daily FRQ for 1.7 Prep for AP calculations.	Primary Productivity Worksheet w/ Slides (respond to all items as a class via Cold Call and Promethean)	Exit Ticket: Primary Productivity Calculation Question (place in bin) HW – Flipped Notes 1.10, 1.11
Thursday	to describe environmental concepts and processes.	explain how solar energy is acquired and transferred by living organisms. explain how energy flows and matter cycles through trophic levels. determine how energy decreases as it flows through ecosystems. describe food chains and food webs, and their constituent members by trophic level.	Do Now: Daily FRQ for 1.8	Energy Flow Packet w/ Slides (respond to all items as a class via Cold Call and Promethean) Nature's Seeds Lab	Complete the Analysis page independently and take quiz via Canvas. HW – Complete any missing Flipped Notes; Study for Unit 1, Checkpoint #2 Quiz

Friday	to describe environmental concepts and processes.	demonstrate mastery of environmental concepts and processes. Apply task verbs to respond to FRQs.	Do Now: Technology Check	Group FRQs using MyShortAnswer.com (timed responses, discussion throughout)	Unit 1, Checkpoint #2 Quiz HW – Compete the Unit 1 Progress Check in AP Classroom; Study for Unit 1 Exam (9/9/2025)

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

ARC Week at Glance – Jackson (S1, W5)

Topic: Unit 1: Atoms Course: Chemistry Grade: 11 Dates: 9/1 – 9/5

	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				
Tuesday	to develop and use models, including electron configuration of atoms and ions, to predict an element's chemical properties.	write electron configurations in the proper long-form notation. write orbital notations for elements in the proper notation.	Do Now – Practice: Identify elements and their electrons (these elements	Slides and fillable notes on Electron Configuration (Day 2 w/ practice questions throughout.) Begin WS #2 (w/ timer followed by Cold Call Responses)	WS #2 – Cold Call Responses Exit Ticket – In your own words, distinguish between Electron Configuration and Orbital Notation.
Wednesday	to develop and use models, including electron configuration of atoms and ions, to predict an element's chemical properties.	identify elements from their electron configuration or orbital notation.	Do Now – Practice: Identify elements and their electrons (these elements will be used throughout the review).	Complete the slides and fillable notes on Electron Configuration (Day 2 w/ practice questions throughout.) Complete WS #2 (w/ timer followed by Cold Call Responses)	WS #2 – Cold Call Responses Exit Ticket: Electron Configuration Worksheet by Easy Hard Science
Thursday	to develop and use models, including electron configuration of atoms and ions, to predict an element's chemical properties.	build atoms using orbitals and write their electron configuration and Noble Gas notation. Review	Do Now – Identify the elements based on the electron configuration and orbital notation information given.	Introduce Noble Gas (abbreviated) notation using the Periodic Table	Virtual Lab: Interactive Web Challenge – Orbital Notation
Friday	demonstrate mastery of electron configuration, orbital notation, and Noble Gas Notation.	demonstrate mastery of electron configuration, orbital notation, and Noble Gas Notation.	Do Now: Student-Teacher Q&A (Students with questions will write their name on the whiteboard before the bell rings so teacher can ask them to share their questions).	Teacher will address questions from students prior to the assessment.	Electron Configuration and Noble Gas Notation Assessment · Electron Configuration · Orbital Notation · Noble Gas Notation Reminder: Assignment for PowerUp Learning Day (Science Fair Project Module in Canvas)

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

ARC Week at Glance – Jackson (S1, W5)

Topic: Unit 1: Planet Earth Course: Environmental Science Grade: 9 Dates: 9/1 – 9/5

	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				
Tuesday	to develop and use a model based on the Laws of Thermodynamics to predict energy transfers throughout an ecosystem (food chains, food webs, and trophic levels).	create a presentation to describe and explain the role and impact a keystone species has in its ecosystem.	Do Now: Vocab Matching Activity Reminder: Ecology and Energy Assessment on Friday (Study Guide is on Canvas)	Discuss instructions, rubric, and options for the Keystone Species Choice Board Project Randomly assign keystone species (spinning wheel) Work Period: Groups will begin their Keystone Species Choice Board Project	Respond to the Checkpoint #1 Survey in Canvas (3-2-1) Study for the Ecology and Energy Assessment.
Wednesday	to develop and use a model based on the Laws of Thermodynamics to predict energy transfers throughout an ecosystem (food chains, food webs, and trophic levels).	create a presentation to describe and explain the role and impact a keystone species has in its ecosystem.	Do Now: Discuss feedback from Checkpoint # 1 Survey Redistribure materials to students.	Work Period: Groups will continue their Keystone Species Choice Board Project	Respond to the Checkpoint #2 Survey in Canvas (3-2-1) Study for the Ecology and Energy Assessment.
Thursday	to develop and use a model based on the Laws of Thermodynamics to predict energy transfers throughout an ecosystem (food chains, food webs, and trophic levels).	create a presentation to describe and explain the role and impact a keystone species has in its ecosystem.	Do Now: Discuss feedback from Checkpoint # 2 Survey Redistribure materials to students.	Work Period: Groups will finalize their Keystone Species Choice Board Project	Keystone Species Choice Board Project (submit on Canvas or present to teacher) Study for the Ecology and Energy Assessment.
Friday	to develop and use a model based on the Laws of Thermodynamics to predict energy transfers throughout an ecosystem (food chains, food webs, and trophic levels).	demonstrate mastery of the Laws of Thermodynamics and energy transfers.	Assessment Expectations Technology Check (laptop, calculator, scratch paper)		Ecology and Energy Assessment Article Reading and Graphic Organizer Assignment on owls (prep for next week's lab)

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