ARC Week at Glance – Jackson (S1, W8)

Topic: Unit 2 – The Living World: Biodiversity / Unit 3 - Populations Course: AP Environmental Science

Grade: 9 Dates: 9/23 – 9/27

	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 ecosystems have structure and diversity that change over time.	describe and distinguish between primary and secondary succession.	Prep for tomorrow's quiz on Unit 2, Checkpoint #1 Pre-Lab (maps and species samples)	Succession Station Lab (Canvas)	Succession Picture Sort (Slides on Promethean) HW – AP Daily Videos and Flipped Notes on Unit 2.4 (Smedes Packet)
Tuesday	that ecosystems have structure and diversity that change over time.	FRQ Review	Data from the FRQ section of the Unit 1 Exam Review of Task Verbs (Cold Call)	FRQ Practice (TPS) – Students will respond to FRQs independently and then will discuss their responses as a group to come up with a collective response (whiteboard) to the FRQ and then share their response to the class for feedback.	Quiz – Unit 2, Checkpoint #2 (take at the beginning of class) Clean up lab area. Independently begin responding to the FRQ to prepare for the Pair & Share part of the activity.
Wednesday	that ecosystems have structure and diversity that change over time.	Review	Quizlet: APES Unit 2 Vocab	Mini-Quiz for Unit 2 Assessment (Collab in groups to respond. Discuss responses as a class).	Kahoot! for Unit 2 Assessment. Utilize study resources in AP Classroom and Canvas. HW – Study for assessment.
Thursday	that ecosystems have structure and diversity that change over time.	demonstrate mastery of the structure and diversity of ecosystems.	Submit Unit 3 Flipped Notes packet. Distribute assessment materials. Exam expectations on Promethean.	Teacher will address questions from students prior to the assessment.	APES Unit 2 Exam (All unit topics discussed in the Course Exam Description) Submit Unit 3 Flipped Notes packet. HW – AP Daily Videos and Flipped Notes on Unit 3.1 (Smedes Packet)

Friday	that populations change over time in reaction to a variety of factors.	explain how nature exists at several levels of complexity discuss the characteristics of populations contrast the effects of density-dependent and density-independent factors on population growth	Do Now: Daily FRQ for 3.1 Worldometers.com Data Activity (worldometers.info)	Slides & Guided Notes Worksheet with questions throughout on Population Density & Distribution	Exit Ticket – Green Belt Germany (Video and Questions) HW – AP Daily Videos and Flipped Notes on Unit 3.2 (Smedes Packet)

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

ARC Week at Glance – Jackson (S1, W8)

Topic: Unit 2: Properties and Bonding **Course: Chemistry** **Grade: 11** **Dates: 9/23 – 9/27**

	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 atoms form bonds by lending and borrowing electrons.	identify and describe polyatomic ions. write chemical formulas for ionic compounds that involve polyatomic ions.	Do Now: Complete the top part of the worksheet from Friday. Cold call to discuss responses.	Handout with common polyatomic ions and helpful info on ionic bonding. (Discuss) Video walkthrough of writing the chemical formula for ionic compounds that involve polyatomic ions. Polyatomic / Polyvalent Practice Worksheet.	You Do – Remaining items from the naming side of the worksheet. Exit Ticket: Write out the process one takes when naming ionic compounds when polyatomic ions are involved.
Tuesday	how atoms form bonds by lending and borrowing electrons.	name ionic compounds that involve polyatomic ions.	Do Now: Identify the charges of the following polyatomic ions and name the two ionic compounds (cold call to discuss as a class)	Video walkthrough of naming ionic compounds that involve polyatomic ions. Naming Ionic Compounds Worksheet w/ Polyatomic Ions (#3) (I/We Do 2-3 items from worksheet).	Exit Ticket: Name the ionic compound stated on the board on your whiteboard.
Wednesday	how atoms form bonds by lending and borrowing electrons.	use manipulatives to represent ionic bonds.	Do Now: identify the type of ionic compound (monatomic, transition metal, or polyatomic ion.	Ionic Bonding Manipulatives with Worksheet	Exit Ticket: Students will be given a set of ions and must use it to create a name and chemical formula that represents an ionic bond.
Thursday	how atoms form bonds by lending and borrowing electrons.	Review	Do Now: Cation, Anion, Transition Metals, and Polyatomic Ions (distinguish and determine the charge)	Names and Chemical Formulas for Ionic Bonds (Practice Worksheet)	Class Kahoot! Independent Quizizz

Friday	how to conduct a testable science experiment.	demonstrate mastery of ionic bonding.	Distribute assessment materials. Exam expectations on Promethean.	Student/Teacher Q&A before the assessment.	Assessment – Ionic Bonding Assessment

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

ARC Week at Glance – Jackson (S1, W8)

Topic: Unit 2: Planet Earth Course: Environmental Science Grade: 9 Dates: 9/23 – 9/27

	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 to explain and interpret how nutrients and matter are cycled in an ecosystem.	describe the movement of nitrogen through an ecosystem.	Do Now: Cycle Sort – Students will be presented with parts of the Water and Carbon Cycle and will need to determine which cycle the statement goes with.	Exploration (Part 1) – Nearpod: Nitrogen and Phosphorus Cycle (Crash Course) Complete the Nitrogen Cycle of the worksheet.	Exit Ticket: Fill in the cycle using the terms in the word-bank.
Tuesday	how to explain and interpret how nutrients and matter are cycled in an ecosystem.	describe the movement of phosphorous through an ecosystem.	Do Now: Does or Does Not (students will be presented a list of components that make up the Nitrogen Cycle and they will need to determine if it belongs in the cycle or not.	Exploration (Part 2) – Nearpod: Nitrogen and Phosphorus Cycle (Crash Course) Complete the Phosphorus Cycle of the worksheet.	Exit Ticket: Fill in the cycle using the terms in the word-bank.
Wednesday	how to explain and interpret how nutrients and matter are cycled in an ecosystem.	explain nitrogen fixation.	Do Now: Does or Does Not (students will be presented a list of components that make up the Phosphorus Cycle and they will need to determine if it belongs in the cycle or not.	Gizmo – Graphic organizer (cold call, students complete the handout and responses are also written on Promethean)	Gizmos - Nitrogen Cycle STEM Case Exit Ticket : In your own words, explain nitrogen fixation. (Whiteboards)
Thursday	how to explain and interpret how nutrients and matter are cycled in an ecosystem.	Review	Do Now: Cycle Sort – Students will be presented with parts of the Nitrogen and Phosphorus Cycle and will need to determine which cycle the statement goes with.	Quizlet Live – Review of Nitrogen and Phosphorus Cycle	Class Kahoot! Independent Quizizz
Friday	how to explain and interpret how nutrients and matter are cycled in an ecosystem.	demonstrate mastery of the Nitrogen and Phosphorus Cycles.	Distribute assessment materials. Exam expectations on Promethean.	Student/Teacher Q&A before the assessment.	Assessment – Nitrogen & Phosphorus Cycles (on Canvas)

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