ARC Week at Glance – Jackson (S1, W11)

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

Grade: 9 Dates: 10/14 – 10/18

	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	Fall Break (No School)				
Tuesday	Fall Break (No School)				
Wednesday	that ecosystems have structure and diversity that change over time.	Review	Do Now: Science Fair Project Checkpoint Optional survey on Canvas for students to share any notable information that may interfere with their performance in class due to Hurricane Helene.	Discuss the Scientific Method and Science Fair Project expectations. Discuss Unit 2 Study Resources page in Canvas. Practice Quizizz in Canvas for the Unit 2 Exam	Unit 2 Progress Check in AP Classroom Complete/review Smedes Flipped Notes packet for Unit 2 Complete missing assignments and submit them in Cavnas.
Thursday	that ecosystems have structure and diversity that change over time.	Review	Do Now: Unit 2 Practice FRQ Discuss data from the Unit 2 Progress Check	Quizlet: APES Unit 2 Vocab MCQ & FRQ Practice (TPS) – Students will respond to MCQ and 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.	Kahoot! for Unit 2 Assessment. Utilize study resources in AP Classroom and Canvas. HW – Study for assessment.

Friday	that ecosystems have structure and diversity that change over time.	demonstrate mastery of the structure and diversity of ecosystems.	Submit Unit 2 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) Pick up the Unit 3 Flipped Notes packet. HW – AP Daily Videos and Flipped Notes on Unit 3.1 (Smedes Packet)

Additional Info: **Literacy Task** **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: 10/14 – 10/18**

	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	Fall Break (No School)				
Tuesday	Fall Break (No School)				
Wednesday	how atoms form bonds by lending and borrowing electrons.	Review	Do Now: Find the charges for the following ions: [list] Optional survey on Canvas for students to share any notable information that may interfere with their performance in class due to Hurricane Helene.	Discuss Do Now (Promethean/Cold Call) Discuss/distribute Study Guide Video walkthrough of naming ionic compounds that involve polyatomic ions (Update Periodic table and Polyatomic Ions list.)	Exit Ticket: Practice Quiz posted in Canvas (Quizizz)
Thursday	how atoms form bonds by lending and borrowing electrons.	Review	Do Now: Mini-Quiz on Ionic Bonding Discuss data from yesterday's Practice Quiz	Discuss responses from Do Now Ionic Compound Illustrations (Group 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 Science Fair Project Checkpoint #2

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

ARC Week at Glance – Jackson (S1, W11)

Topic: Unit 2: Planet Earth Course: Environmental Science Grade: 9 Dates: 10/14 – 10/18

	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	Fall Break (No School)				
Tuesday	Fall Break (No School)				
Wednesday	how to explain and interpret how nutrients and matter are cycled in an ecosystem.	Review	Do Now: On the whiteboard at your desk, create a T-Chart listing out the parts of the Nitrogen and Phosphorus Cycles. Optional survey on Canvas for students to share any notable information that may interfere with their performance in class due to Hurricane Helene.	Graphic Organizer of the cycles (Promethean and Worksheet)	Exit Ticket: Complete the Quizizz that is available through Canvas (labeling the locations of the Nitrogen and Phosphorus Cycles) Review Study Guide in Canvas
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 term goes with.	Place the terms discussed in the Do Now in their appropriate location in their respective cycle. Discuss data from yesterday's Exit Ticket (Quizizz) Quizlet Live – Review of Nitrogen and Phosphorus Cycle Class Kahoot! (Teacher facilitates review discussion.)	Independent Quizizz Review/remediate any previous assignments.

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) Science Fair Project Checkpoint

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