

ARC Week at Glance – Jackson (S1, W12)

Topic: Unit 3 - Populations Course: AP Environmental Science Grade: 9 Dates: 10/21 – 10/25

| | 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 | that populations change over time in reaction to a variety of factors. | identify differences between generalist and specialist species. | Do Now: Smedes Notes: 3.1 (Flipped Notes & EdPuzzle) | Specialist vs Generalist Species Card Sort | Exit Ticket: FRQ: 3.1 (Place in bin for feedback) |
| Tuesday | that populations change over time in reaction to a variety of factors. | identify differences between K- and r-selected species. | Discuss responses from yesterday's FRQ Do Now: Smedes Notes: 3.2 (Flipped Notes & EdPuzzle) | 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) |
| Wednesday | 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. | Discuss responses from yesterday's FRQ Do Now: Smedes Notes: 3.3 & 3.4 (Flipped Notes & EdPuzzle) | Activity: Graphing Survivorship Curves | Exit Ticket: FRQ: 3.3 (Place in bin for feedback) Discuss responses to the FRQ. |
| Thursday | that populations change over time in reaction to a variety of factors. | conduct a simulation to investigate how parental care impacts the lifespan of organisms. | Do Now: FRQ 3.4 Discuss responses. Pre-Lab Expectations | Survivorship Bubble Lab – Day 1 (conduct lab, collect data) | Completing the data table and begin graphing the data that was collected. |
| Friday | that populations change over time in reaction to a variety of factors. | demonstrate mastery of populations involving varieties of species, survivorship, and carrying capacity. | Do Now: Laptop and notes check (for quiz) | Survivorship Bubble Lab – Day 2 (present and analyze data, draw conclusions, response questions) | Unit 3, Checkpoint #1 Quiz (Canvas) |

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

ARC Week at Glance – Jackson (S1, W12)

Topic: Unit 2: Properties and Bonding

Course: Chemistry

Grade: 11

Dates: 10/21 – 10/25

| | 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 elements interact with one another to form bonds. | explain how covalent bonds are formed. use prefixes to establish the chemical formula for covalent bonds. | Do Now: Columns 2 and 3 on the U2L5 Chemical Bonding Worksheet | Slides on Covalent Bonding Naming Rules: Discuss and apply prefixes and endings. Convert prefixes to coefficients. | Exit Ticket: Provide chemical formulas for at least 5 of the Covalent Bonds on the U2L5 Chemical Bonding Worksheet. |
| Tuesday | how elements interact with one another to form bonds. | write the names for covalent bonds. | Do Now: Using the elements listed, students must write the names of the covalent bonds. (Electronegativity Chart) | Slides – Prefix to subscript. Practice worksheet on writing chemical formulas for Covalent Bonds. | Exit Ticket: Cold Call students to respond from the worksheet. (verbally or whiteboard). |
| Wednesday | how elements interact with one another to form bonds. | create models to represent covalent bonds. | Do Now: Draw Lewis-Dot Models to represent the following elements: [list] | Revisit Lewis-Dot Models and the Octet Rule. (Emphasis on shared electrons in Covalent Bonds.) Practice worksheet where students draw Electron-Dot Models to show how electrons are shared. Discuss how to convert to the Structural Model. | Exit Ticket: 4-Question quiz on covalent bonds. |
| Thursday | how elements interact with one another to form bonds. | Review | Do Now: Create the Electron Dot Models and Structural Models for the following Covalent compounds: [list] | Covalent Bonding Task Cards Class Kahoot! (Teacher facilitates review discussion.) | Quizizz on Covalent Bonding (Independently) Review/remediate/complete any previous learning assessment. |

| | | | | | |
|--------|---|--|--|--|---|
| Friday | how elements interact with one another to form bonds. | demonstrate mastery of covalent bonding. | Distribute assessment materials. Exam expectations on Promethean. | Student/Teacher Q&A before the assessment. | Covalent 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, W12)

Topic: Unit 2: Planet Earth

Course: Environmental Science

Grade: 9

Dates: 10/21 – 10/25

| | 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 | about the characteristics and traits that define terrestrial and aquatic biomes. | identify features and components that determine various biomes. | Do Now: On the whiteboards, what are the 6 levels of ecological organization (Discuss). Next, list out as many biomes that you can remember on the whiteboard (Discuss, list on Promethean). | Slides on Biomes (brief overview) Biome Map Coloring Worksheet and Exploring Biomes Worksheet (color regions for biomes and take notes of key features of each biome). | Article Reading Annotation Graphic Organizer for “Boundless Biomes” (Discuss) Whiteboard: 5-Question Quiz on the article. |
| Tuesday | about the characteristics and traits that define terrestrial and aquatic biomes. | describe and distinguish between different types of terrestrial and aquatic biomes. | Do Now: 5-Question Quiz on the article (Canvas). | Virtual Biome Tour (Group Jigsaw Activity) | Groups will summarize their findings and create a post in Padlet. |
| Wednesday | about the characteristics and traits that define terrestrial and aquatic biomes. | write a summary that describes and distinguishes my assigned biome. record data on various biomes. | Do Now: (SUBSTITUTE TEACHER – SLIDE WITH INSTRUCTIUONS WILL BE LEFT ON PROMETHEAN AND ON CANVAS) | Students will complete their summaries from yesterday. Afterward, students will access the Virtual Biome Gallery Walk – Padlet to post their summaries. | Independently, students will record key facts on each biome on their Biomes Notetaking Tool. |
| Thursday | about the characteristics and traits that define terrestrial and aquatic biomes. | Review | Do Now: Quizlet Live – Review of Biomes | Organism Matching Game (Virtual Biome Gallery Walk, group; discussion to follow) | Independent Quizizz Review/remediate/complete any previous learning assessment. |
| Friday | about the characteristics and traits that define terrestrial and aquatic biomes. | demonstrate mastery of aquatic and terrestrial biomes. | Distribute assessment materials. Exam expectations on Promethean. | Student/Teacher Q&A before the assessment. | Biomes Assessment (via Canvas) Science Fair Project Checkpoint |

Additional Info:

Literacy Task

Minor Grade

Major Grade

Course materials and resources are available in Canvas.