ARC Week at Glance – Jackson (S1, W13)

Topic: Unit 3 - Populations Course: AP Environmental Science Grade: 9 Dates: 10/28 – 11/1

	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 populations change over time in reaction to a variety of factors.	explain how resource availability affects population growth. apply appropriate mathematical relationships to solve a problem, with work shown (e.g., dimensional analysis).	Do Now: Smedes Notes: 3.5 (Flipped Notes & EdPuzzle)	Population Calculations	Exit Ticket: FRQ: 3.5 (Place in bin for feedback)
Tuesday	Reckoning Day	Review, Assess, Differentiate	PSAT (IF CLASS MEETS) Do Now: Students will be given a printout of their grade report. They will sign it as evidence that they have been informed of their current standing in class. Class time will be used to address the academic matters on the report.	Continue 1-on-1 Student/Teacher Conferences to discuss progression in the class. Science Fair Project Slideshow Template	Students will use class time to Review for any assessment, complete any assignments/assessments or through differentiation, or work on their science fair project.
Wednesday	that populations change over time in reaction to a variety of factors.	explain age structure diagrams.	Discuss responses from yesterday's FRQ Do Now: Smedes Notes: 3.6 (Flipped Notes & EdPuzzle)	Age Structure Diagrams (Data Table Calculations)	Exit Ticket: FRQ: 3.6 (Place in bin for feedback)
Thursday	that populations change over time in reaction to a variety of factors.	graph age structure diagrams and interpret what they represent.	Complete and review data table calculations. Identify trends in data.	Age Structure Diagrams (Graphing Data)	Exit Ticket: Discussion on how graphs look.

Friday	that populations change over time in reaction to a variety of factors.	calculate birth and death rate using age structure diagrams. determine the demographic transition stage of a population using an age structure diagram.	Do Now: Complete graphs of all 3 age structure diagrams.	I/We/You Do – How to calculate Birth Rate and Death Rate. Discuss Demographic Transition Stages Complete Age Structure Diagrams packet.	Exit Ticket: FRQ: 3.6 (Place in bin for feedback)

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

ARC Week at Glance – Jackson (S1, W13)

Topic: Unit 2: Properties and Bonding **Course: Chemistry** **Grade: 11** **Dates: 10/28 – 11/1**

	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	Reckoning Day	Review, Assess, Differentiate	Do Now: Students will be given a printout of their grade report. They will sign it as evidence that they have been informed of their current standing in class. Class time will be used to address the academic matters on the report.	1-on-1 Student/Teacher Conferences to discuss progression in the class.	Students will use class time to Review for any assessment, complete any assignments/assessments or through differentiation, or work on their science fair project.
Tuesday	Reckoning Day	Review, Assess, Differentiate	PSAT (IF CLASS MEETS) Do Now: Students will continue working based on their grade report.	Continue 1-on-1 Student/Teacher Conferences to discuss progression in the class (if necessary) Science Fair Project Slideshow Template	Students will continue to use class time to Review for any assessment, complete any assignments/assessments or through differentiation, or work on their science fair project.
Wednesday	how elements interact with one another to form bonds.	describe how metallic bonds are formed.	Do Now: Review - Venn Diagram of Ionic and Covalent Bonds.	Notes on Metallic Bonds	Exit Ticket: Explain what is happening to electrons in ionic, covalent, and metallic bonding.
Thursday	how elements interact with one another to form bonds.	analyze alloys and describe their composition, properties, and uses.	Do Now: Students select alloys	Review notes from yesterday (highlight key info, especially on the delocalized electrons)	Alloy Activity (Submit in Canvas for feedback and Grading)
Friday	how elements interact with one another to form bonds.	analyze alloys and describe their composition, properties, and uses. demonstrate my current understanding of chemical reactions.	Do Now: Q & A on Alloys	Complete Alloy Activity (submit in Canvas) Post one-pager of the Alloy Activity in Padlet	Pre-Test on Chemical Reactions and Balancing Equations (Canvas)

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

ARC Week at Glance – Jackson (S1, W13)

Topic: Unit 2: Planet Earth Course: Environmental Science Grade: 9 Dates: 10/28 – 11/1

	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	Reckoning Day	Review, Assess, Differentiate	Do Now: Students will be given a printout of their grade report. They will sign it as evidence that they have been informed of their current standing in class. Class time will be used to address the academic matters on the report.	1-on-1 Student/Teacher Conferences to discuss progression in the class.	Students will use class time to Review for any assessment, complete any assignments/assessments or through differentiation, or work on their science fair project.
Tuesday	Reckoning Day	Review, Assess, Differentiate	PSAT (IF CLASS MEETS) Do Now: Students will continue working based on their grade report.	Continue 1-on-1 Student/Teacher Conferences to discuss progression in the class (if necessary) Science Fair Project Slideshow Template	Students will continue to use class time to Review for any assessment, complete any assignments/assessments or through differentiation, or work on their science fair project.
Wednesday	the causes, patterns, short-/long-term effects, and solutions regarding climate change.	demonstrate my understanding of climate change.	Do Now: Students will provide an update on where they are with their science fair projects. Students can ask questions regarding their project.	Post-Tests on Biodiversity and Climate Change (Canvas) Pre-Test on Climate Change (Canvas) Article Reading and Annotation - *Understanding Climate Change: A Critical Challenge for Our Planet* Group discussions on Climate Change.	Cold call students to respond to discussion questions based on content from article.

Thursday	the causes, patterns, short-/long-term effects, and solutions regarding climate change.	explain the difference between weather and climate.	Do Now: In your opinion, is Climate Change real? Provide evidence for why or why not. (1-paragraph, cold call)	Fillable notes on Climate Change w/ questions throughout (Weather and Climate).	Exit Ticket: Mini-Quiz on weather vs. climate.
Friday	the causes, patterns, short-/long-term effects, and solutions regarding climate change.	describe the greenhouse effect.	Do Now: Weather vs Climate (Kahoot!)	Slides on Greenhouse Gases and the Greenhouse Effect Lab – The Greenhouse Effect (PhET simulation)	Exit Ticket: Are greenhouse gases good or bad? Explain using 3-5 sentences.

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