

ARC Week at Glance – Jackson (S1, W14)

Topic: Unit 3 - Populations Course: AP Environmental Science Grade: 9 Dates: 11/4 – 11/8

	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.	explain factors that affect total fertility rate in human populations. explain how human populations experience growth and decline through calculations.	Do Now: Discuss responses from previous day's FRQ Smedes Notes: 3.7 & 3.8 (Flipped Notes & EdPuzzle)	How Do We Measure Populations?	Exit Ticket: FRQ: 3.7 and 3.8 (Place in bin for feedback)
Tuesday	that populations change over time in reaction to a variety of factors.	define demographic transitions and describe their various stages.	Do Now: Practice Population Calculations (TPS)	Population Changes Through Industrial Progress	Exit Ticket: Based on your graph, describe what is taking place in each stage. Respond by providing one complete sentence for each stage. (Place in bin for feedback)
Wednesday	that populations change over time in reaction to a variety of factors.	demonstrate mastery of age structure diagrams, human population dynamics, and demographic transitions.	Do Now: Prep for assessment.	Continue with Population Changes Through Industrial Progress	Unit 3, Checkpoint #2 Quiz Progress Check in AP Classroom
Thursday	that populations change over time in reaction to a variety of factors.	Review	Do Now: Practice MCQ and FRQ (independently)	Pair & Share responses to practice FRQ in groups. Teacher will conduct	Exit Ticket: Quizlet and Progress Check in AP Classroom.
Friday	that populations change over time in reaction to a variety of factors.	demonstrate mastery of populations.	Do Now: Assessment expectations.		Unit 3 Exam

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

ARC Week at Glance – Jackson (S1, W14)

Topic: Unit 3: Chemical Reactions

Course: Chemistry

Grade: 11

Dates: 11/4 – 11/8

	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	to obtain, evaluate, and communicate information about how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	explain the law of conservation of matter/mass describe what occurs in chemical reactions.	Do Now: Pre-Test on Chemical Reactions (Canvas)	Nearpod – Law of Conservation of Matter/Mass	Check for understanding Quiz at the end of the Nearpod.
Tuesday	to obtain, evaluate, and communicate information about how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	Conduct an experiment to examine the law of conservation of mass/matter	Do Now: Lab Prep/Lab Safety Groups to establish Hypothesis and respond to the Pre-Lab Questions in order to begin the lab.	Baking Soda and Vinegar Lab	Exit Ticket: Lab Conclusion using the RACES Method
Wednesday	to obtain, evaluate, and communicate information about how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	identify and explain differences in the types of chemical reactions.	Do Now: Complete the reaction table from yesterday's lab.	Slides and notes on Types of Chemical Reactions Matching types of chemical reactions	Exit Ticket: Modeling Chemical Reactions
Thursday	to obtain, evaluate, and communicate information about how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	create models to represent chemical reactions.	Do Now: Questions to help indicate the type of chemical reaction.	Modeling Chemical Reactions	Exit Ticket: Show What You Know

Friday	to obtain, evaluate, and communicate information about how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	demonstrate my understanding of the Law of Conservation of Mass and Types Chemical Reactions	Do Now: Students log into Canvas to take the assessment.	Student/Teacher Q&A on the Law of Conservation of Mass and Types Chemical Reactions	Chemical Reactions Assessment (Canvas)
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Additional Info: **Literacy Task** **Minor Grade** **Major Grade** **Course materials and resources are available in Canvas.**

ARC Week at Glance – Jackson (S1, W14)

Unit 2: Planet Earth

Course: Environmental Science

Grade: 9

Dates: 11/4 – 11/8

	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	the causes, patterns, short-/long-term effects, and solutions regarding climate change.	describe the greenhouse effect.	Do Now: On your whiteboard, write or draw 3 greenhouse gases. Take out notes packet on Climate Change.	Lab – The Greenhouse Effect (PhET simulation) 10 minutes to complete Parts 1 & 2 - Part 3 Together as a class - Part 4 independently or in lab group.	Exit Ticket: Are greenhouse gases good or bad? Explain using 3-5 sentences.
Tuesday	the causes, patterns, short-/long-term effects, and solutions regarding climate change.	describe the greenhouse effect, global warming, and the causes and effects of climate change.	Do Now: Kahoot! On Greenhouse Gases	Students to complete Part B & C of Climate Change notes packet (timed; teacher to highlight key info from slides, videos for TPS). The Climate Time Machine	Exit Ticket: Identify one cause of climate change and explain how it is impacting earth?
Wednesday	the causes, patterns, short-/long-term effects, and solutions regarding climate change.	conduct an experiment to examine how excess carbon effects pH levels of water.	Do Now: Climate Time Machine – Ocean Warming Using the Climate Time Machine website, click on Ocean Warming and respond to the following items: - How many years of data are collected in this simulation? - What are some of the effects of the ocean's rising internal water temperature? - In your opinion, is this an issue people should be concerned about? Explain why or why not?	Lab – Are Our Oceans Becoming Acidic? (Ocean Acidification): Parts 1 & 2	Clean lab area. Respond to analysis questions in the lab packet. Exit Ticket: What are 2 takeaways that you learned regarding climate change and ocean acidification?

Thursday	the causes, patterns, short-/long-term effects, and solutions regarding climate change.	design an experiment to assess the effect of ocean pH on shell producing animals.	Do Now: Determine if the substances below are acidic, neutral, or basic.	Ocean Acidification Lab – Part 3	Clean lab area. Secure lab samples. Exit Ticket (Canvas): Reflection – Is your science fair project designed like this? Provide an update on where you are with your science fair project. Come to class prepared to work on your science fair project tomorrow.
Friday	how to conduct a testable science experiment.	identify the materials needed for my science experiment. Arrange the procedure for my science experiment.	Do Now: What is the testable question your science fair project? What is the independent variable? What is the dependent variable.	Demonstration of a lab to show materials and procedure (I/We Do)	Exit Ticket: Students will add to their Do Now by disclosing the materials and procedure for their science fair project.

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