

## ARC Week at Glance – Jackson (S1, W15)

**Topic: Unit 4 - Populations    Course: AP Environmental Science    Grade: 9    Dates: 11/11 – 11/15**

	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>		
<b>Monday</b>	Veteran’s Day (No School)				
<b>Tuesday</b>	about how earth’s systems interact, resulting in a state of balance over time.	describe the geological changes and events that occur at convergent, divergent, and transform plate boundaries.  explain my progress with my science fair project.	<b>Do Now:</b> Take a Unit 4 Smedes Notes Packet and complete topic 4.1 and 4.2 (Self-Study)	Science Fair Project Guidance <ul style="list-style-type: none"> <li>• Review Checkpoint #1</li> <li>• Scientific Method</li> <li>• Slideshow Template</li> <li>• Timeline and Due Date</li> </ul>	Check for Understanding Quiz (Canvas)  <b>Exit Ticket:</b> Reflection on Science Fair Project (Canvas)
<b>Wednesday</b>	about how earth’s systems interact, resulting in a state of balance over time.	describe the geological changes and events that occur at convergent, divergent, and transform plate boundaries.	<b>Do Now:</b> FRQ for 4.1	<b>Geology Stations (Day 1)</b>	<b>Exit Ticket:</b> FRQ for 4.2
<b>Thursday</b>	about how earth’s systems interact, resulting in a state of balance over time.	describe the geological changes and events that occur at convergent, divergent, and transform plate boundaries.	Discuss responses from yesterday’s FRQ (4.2)  <b>Do Now:</b> Smedes Notes: 4.3 (Flipped Notes & Nearpod)	<b>Geology Stations (Day 2)</b>	<b>Exit Ticket:</b> FRQ for 4.3
<b>Friday</b>	about how earth’s systems interact, resulting in a state of balance over time.	describe similarities and differences between properties of different soil types.  describe the characteristics and formation of soil.	Do Now: Lab Safety and Expectations  Pre-Lab Videos	Soil Analysis Lab	<b>Exit Ticket:</b> Submit lab on Canvas.

**Additional Info:**

**Literacy Task**

**Minor Grade**

**Major Grade**

**Course materials and resources are available in Canvas.**

## ARC Week at Glance – Jackson (S1, W15)

**Topic: Unit 3: Chemical Reactions**

**Course: Chemistry**

**Grade: 11**

**Dates: 11/11 – 11/15**

	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>		
<b>Monday</b>	Veteran's Day (No School)				
<b>Tuesday</b>	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 observe how ionic and covalent bonds produce chemical reactions.	Do Now: Lab Safety protocol and reminders.	Clock Reaction Lab (class demo)  After the lab, show video on Iodine Clock Reaction.	Class data and observations from the lab.
<b>Wednesday</b>	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.	Review	<b>Do Now:</b> Quizizz on Types of Chemical Reactions	Jeopardy – Types of Chemical Reactions (Whiteboards)	<b>Exit Ticket:</b> Check for Understanding Quiz (10 Items)  Reminder to bring device tomorrow for the assessment on Cavnas.
<b>Thursday</b>	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 mastery of the types of chemical reactions.	Discuss feedback from yesterday's Exit Ticket	Student/Teacher Q&A	<b>Types of Chemical Reactions Assessment</b>

Friday	how to conduct a testable science experiment.	communicate the variables, materials, and procedure for my experiment.	<b>Do Now:</b> Review Checkpoint #1	Discuss expectations and examples of materials and procedure section of the science fair project. (slideshow template)	Independent time to establish materials and procedure sections of the science fair project.  Submit in Canvas for feedback.
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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, W15)

**Unit 2: Planet Earth**

**Course: Environmental Science**

**Grade: 9**

**Dates: 11/11 – 11/15**

	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>		
<b>Monday</b>	Veteran’s Day (No School)				
<b>Tuesday</b>	the causes, patterns, short-/long-term effects, and solutions regarding climate change.	conduct an experiment and analyze data to examine the effect of ocean pH on shell producing animals.	Do Now: Gather lab samples. Make observations. Discuss.	Lab groups are to collect the mass of their samples  And complete data table	<b>Exit Ticket:</b> Complete the analysis and conclusion.
<b>Wednesday</b>	the causes, patterns, short-/long-term effects, and solutions regarding climate change.	Review	<b>Do Now:</b> Quizizz on Climate Change	Jeopardy – Climate Change	<b>Exit Ticket (whiteboards):</b> Create 2 multiple choice questions that you believe should be on the assessment (one on the greenhouse effect, one on climate change, provide the correct answer.
<b>Thursday</b>	the causes, patterns, short-/long-term effects, and solutions regarding climate change.	demonstrate mastery of greenhouse effect and climate change.	Do Now: Practice Quizizz  Student/Teacher Q&A		<b>Assessment – Greenhouse Effect and Climate Change</b>
<b>Friday</b>	how to conduct a testable science experiment.	communicate the variables, materials, and procedure for my experiment.	<b>Do Now:</b> Review Checkpoint #1	Discuss expectations and examples of materials and procedure section of the science fair project. (slideshow template)	Independent time to establish materials and procedure sections of the science fair project.  Submit in Canvas for feedback.

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