ARC Week at Glance – Jackson (S1, W16)

Topic: Unit 4 - Populations Course: AP Environmental Science Grade: 9 Dates: 11/18 – 11/22

	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	about how earth's systems interact, resulting in a state of balance over time.	write a claim, using evidence and reasoning, to describe the characteristics and formation of soil.	Student feedback and findings from the Soil Analysis Lab	Soil Analysis Lab (Day 2) – Share and analyze class data.	Quiz – Unit 4, Checkpoint 1 Exit Ticket: Submit Soil Analysis CER in bin before leaving class. HW – Gather details on science fair project.
Tuesday	how to conduct a testable science experiment.	communicate the variables, materials, and procedure for my experiment.	Do Now: FRQ for 4.3 Review Science Fair Checkpoint	Ensure that students have their question, research, hypothesis, independent variable, dependent variables, control variables, constants, materials, and procedure sections of their science fair project completed. Example of the science fair project slideshow.	Exit Ticket: Written feedback survey on the Science Fair Project (Canvas). HW – Smedes Notes 4.4
Wednesday	about how earth's systems interact, resulting in a state of balance over time.	describe the structure and composition of the Earth's atmosphere.	Do Now: Place your notes packet in the bin. Mini-Quiz on 4.4	Atmosphere Web Quest	Exit Ticket: FRQ for 4.4 HW – Smedes Notes 4.5
Thursday	about how earth's systems interact, resulting in a state of balance over time.	explain how environmental factors can result in atmospheric circulation.	Do Now: FRQ for 4.5	Earth's Atmosphere and Global Wind Patterns – Biozone (Chunk, groups, cold call)	Exit Ticket: Mini- Quiz on Earth's Atmosphere.

Friday	about how earth's systems interact, resulting in a state of balance over time.	Demonstrate my current understanding of earth's systems.	Do Now: Technology Check (APP Classroom)		Unit 4 Progress Check Science Fair Project Complete this week's assignments and submit them in Canvas.

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

ARC Week at Glance – Jackson (S1, W16)

Topic: Unit 3: Chemical Reactions **Course: Chemistry** **Grade: 11** **Dates: 11/18 – 11/22**

	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	how to conduct a testable science experiment.	communicate the variables, materials, and procedure for my experiment.	Do Now: Review Science Fair Checkpoint	Ensure that students have their question, research, hypothesis, independent variable, dependent variables, control variables, constants, materials, and procedure sections of their science fair project completed. Example of the science fair project slideshow.	Exit Ticket: Written feedback survey on the Science Fair Project (Canvas).
Tuesday	Kinetic Molecular Theory.	demonstrate my current understanding of endo-/exothermic processes. distinguish between endo-/exothermic processes.	Do Now: Pre-Test on endo-/exothermic reactions (Canvas)	Slides and notes on endo-/exothermic reactions. Practice worksheet on endo-/exothermic reactions.	Exit Ticket: Write down your own examples of endo-/exothermic reactions (one for each).
Wednesday	Kinetic Molecular Theory.	create a scenario that involves an endothermic and exothermic reaction.	Do Now: Determine if the scenario is endo-/exothermic (using examples from yesterday's Exit Ticket)	Video lesson on Endo-/Exothermic Reactions (FuseSchool) Exothermic Demonstration w/ Hydrochloric Acid and Sodium Hydrochloride Practice Worksheet on Endo-/Exothermic Reactions	Exit Ticket: Create your own scenario that involves both an endothermic and exothermic r
Thursday	Kinetic Molecular Theory.	conduct an experiment to examine differences between endo-/exothermic processes. Review	Do Now: Quizizz on endo-/exothermic reactions.	Hot & Cold Packs Lab	Exit Ticket: Write down 3 notable observations from the lab that helped you determine endo-/exothermic reactions.)

Friday	Kinetic Molecular Theory.	demonstrate mastery of endo-/exothermic reactions.	Do Now: Technology Check	Student/Teacher Q&A	Endo-/Exothermic Reactions Assessment Science Fair Project follow up (after the assessment).

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

ARC Week at Glance – Jackson (S1, W16)

Unit 3: Humans on Earth **Course: Environmental Science** **Grade: 9** **Dates: 11/18 – 11/22**

	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	how to conduct a testable science experiment.	communicate the variables, materials, and procedure for my experiment.	Do Now: Review Science Fair Checkpoint	Ensure that students have their question, research, hypothesis, independent variable, dependent variables, control variables, constants, materials, and procedure sections of their science fair project completed. Example of the science fair project slideshow.	Exit Ticket: Written feedback survey on the Science Fair Project (Canvas).
Tuesday	how humans impact the environment.	conduct a lab to gather data on natural resource consumption by humans.	Do Now: How have humans changed the planet?	Lab – Happy Fishing (Part 1; Engage, Explore, & Data)	TedED video on the Tragedy of the Commons. Exit Ticket: Identify a natural resource that humans over use and provide a solution to address the issue.
Wednesday	how humans impact the environment.	analyze data from my lab and conduct research to describe the Tragedy of the Commons.	Do Now: Who in your group earned the most money from fishing? How many fish were left in your ocean at the end? Any other comments about yesterday's lab?	Lab – Happy Fishing (Part 2; Explain)	Exit Ticket: Summarize the concept of Tragedy of the Commons in 2-3 complex sentences
Thursday	how humans impact the environment.	apply the data from my lab and the research I conducted to summarize the Tragedy of the Commons.	Do Now: Issue or No Issue (slides with images, students will decide, cold call for student explanations)	Webquest – Human Impact on the Environment	Exit Ticket: What is your Ecological Footprint Score? What is your highest area of consumption? What is something that you could do to reduce your Ecological Footprint?

Friday	how humans impact the environment.	conduct research to examine environmental issues caused by humans.	Do Now: What are 3 things that you do that impact the environment?	Webquest – Human Impact on the Environment	Exit Ticket: What is your Ecological Footprint Score? What is your highest area of consumption? What is something that you could do to reduce your Ecological Footprint?

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