ARC Week at Glance – Jackson (S1, W17)

Topic: Unit 4 - Populations Course: AP Environmental Science Grade: 9 Dates: 12/2 – 12/6

	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.	analyze the data and establish a conclusion from my science fair project.	Do Now: Review Science Fair Checkpoint (students provide update on their progress)	Examples of how data can be communicated (pictures, graphs, TAILS, etc.) Establishing a conclusion (was my hypothesis correct or incorrect. Science Fair Project Rubric	Exit Ticket: Submit a piece of evidence from your data collection. Was your hypothesis correct or incorrect? Reminder that a slideshow for the project is due in Canvas on Wednesday by 3:10 PM. HW – Smedes Notes 4.5
Tuesday	how to conduct a testable science experiment.	explain how environmental factors can result in atmospheric circulation. explain the Coriolis effect and its cause.	Do Now: Review items for 4.1 – 4.4 Distribute Unit 4 Packet (Part B)	Slides and Worksheet on Global Wind Patterns (chunked with response questions, videos, and discussion)	Exit Ticket: FRQ for 4.5 HW – Smedes Notes 4.6
Wednesday	about how earth's systems interact, resulting in a state of balance over time.	explain the importance of protecting watersheds at source and solutions to downstream issues	Do Now: Where is the water? (timed whiteboard activity; brain-dump) YouScience	Slides and Worksheet on Global Wind Patterns (chunked with response questions, videos, and discussion)	Exit Ticket: Provide a detailed description of the watershed that you created (5-8 sentences). Reminder to Submit Science Fair Project (Due Today)
Thursday	about how earth's systems interact, resulting in a state of balance over time.	describe the characteristics of a watershed, including area, length, slope, soil, vegetation types, and boundaries with adjoining watersheds.	Do Now: FRQ for 4.6 YouScience	Earth's Atmosphere and Global Wind Patterns – Biozone (Chunk, groups, cold call) Color Me a Watershed - Class Activity	Exit Ticket: Provide a detailed description of the watershed that you created (5-8 sentences). HW – Smedes Notes 4.7

Friday	about how earth's systems interact, resulting in a state of balance over time.	describe Earth's movements including rotation, revolution & axial tilt. explain the differential heating between equatorial & polar areas as a function of sunlight intensity and surface area covered. explain Earth's seasons in terms of its movements.	Do Now: Identify your favorite season (spring, summer, fall, winter). Provide evidence to justify your choice. YouScience	Slides and Worksheet on Solar Radiation and Earth's Seasons (chunked with response questions, videos, and discussion)	Exit Ticket: Using today's Do Now, explain what is taking place on Earth during your favorite season.

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

ARC Week at Glance – Jackson (S1, W17)

Topic: Unit 3: Chemical Reactions **Course: Chemistry** **Grade: 11** **Dates: 12/2 – 12/6**

	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.	analyze the data and establish a conclusion from my science fair project.	Do Now: Review Science Fair Checkpoint (students provide update on their progress)	Examples of how data can be communicated (pictures, graphs, TAILS, etc.) Establishing a conclusion (was my hypothesis correct or incorrect. Science Fair Project Rubric	Exit Ticket: Submit a piece of evidence from your data collection. Was your hypothesis correct or incorrect? Reminder that a slideshow for the project is due in Canvas on Wednesday by 3:10 PM.
Tuesday	how the manipulation of variables affects chemical reactions.	describe the factors affecting the rate of a reaction. explain the concept of reaction rate as it relates to the collision theory.	Do Now: Rating the speed of a chemical reaction (Canvas). Discuss responses as a class	Slides and fillable notes on Reaction Rates: Introduction to Rates of Reaction	Exit Ticket: Choose 2 chemical reactions and describe what is taking place using 2-3 sentences for each reaction
Wednesday	how the manipulation of variables affects chemical reactions.	use LeChâtelier's principle to predict the shift in equilibrium for changes in pressure, temperature, and concentration	Do Now: Review of concepts discussed in the introduction (previous 2 days; Canvas) Discuss responses as a class.	Slides and fillable notes on Reaction Rates: Le Châtelier's Principle. Complete Worksheet #2 (independently or in lab groups; teacher circulates)	Cold Call for student responses for Worksheet #2. Submit worksheet in Canvas for feedback.
Thursday	how the manipulation of variables affects chemical reactions.	Review	Do Now: Have Day 2 Notes and Worsheet Completed	Discuss key info from Day 2 slides and Worksheet #2. Cold call for responses.	Students can write 1-page of hand-written notes (one side) that can be used for the assessment.

Friday	how the manipulation of variables affects chemical reactions.	Demonstrate mastery of factors that affect reaction rates, collision theory, and LeChâtelier's principle.	Do Now: Student-Teacher Q&A Check 1-pager of notes.	.	Reaction Rates and Equilibrium Assessment

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

ARC Week at Glance – Jackson (S1, W17)

Unit 3: Humans on Earth **Course: Environmental Science** **Grade: 9** **Dates: 12/2 – 12/6**

	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.	analyze the data and establish a conclusion from my science fair project.	Do Now: Review Science Fair Checkpoint (students provide update on their progress)	Examples of how data can be communicated (pictures, graphs, TAILS, etc.) Establishing a conclusion (was my hypothesis correct or incorrect. Science Fair Project Rubric	Exit Ticket: Submit a piece of evidence from your data collection. Was your hypothesis correct or incorrect? Reminder that a slideshow for the project is due in Canvas on Wednesday by 3:10 PM.
Tuesday	how humans impact the environment.	Reckoning Day	Do Now: Distribute and review student grade reports.	Work session to complete missing assignments or to reassess (emphasis on the assignments Happy Fishing and Human Impact on the Environment)	Exit Ticket: Students are to return the grade reports to teacher indicating which assignments were turned in on Canvas.
Wednesday	how humans impact the environment.	Reckoning Day	Do Now: Technology Check	Work session to complete missing assignments or to reassess (emphasis on the assignments Happy Fishing and Human Impact on the Environment)	YouScience
Thursday	Fall Semester Final Project	identify traits and biome adaptations necessary for my created organism.	Do Now: YouScience Discuss Fall Semester Final Project rubric, expectations, and recommended protocol for completion.	Class review of Biomes to help understand what adaptations organisms could have (Tundra, Desert, Tropical Rainforest, Temperate Forest).	Students individually work on their Fall Semester Project. Exit Ticket: List 3 traits/adaptations that your created organism will have?
Friday	Fall Semester Final Project	design an illustration or model to represent my created organism.	Do Now: YouScience Using your Exit Ticket from yesterday, explain why your created organism has the traits/adaptations that you have given it.	Student-Teacher Q&A on Project. Guidance on what step students should be at on the project.	Exit Ticket: Submit a draft or detailed description of your created organism in Canvas

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