

## ARC Week at Glance – Jackson (S2, W10)

**Topic: Unit 7 – Atmospheric Pollution / Unit 8 – Terrestrial and Aquatic Pollution**

**Course: AP Environmental Science    Grade: 9    Dates: 3/10 – 3/14**

|                  | Learning Target<br>(I am learning...)   | Criteria for Success<br>(I can...)   | Activation/ Instruction  | Collaboration/<br>Guided Practice   | Independent Learning/<br>Assessment   |
|------------------|---|--|--|---|---|
|                  |   |  | <i>(Include at least one/two formatives*in any part of the lesson as needed)</i> |   |   |
| <b>Monday</b>    | that human activities have physical, chemical, and biological consequences for the atmosphere.                              | illustrate how various compounds and substances move in our atmosphere.  | PowerUp Asynchronous Learning Day  |   | Atmospheric Processes and Air Pollution Drawings (chalk drawings)<br><br>Unit 7 Progress Check  |
| <b>Tuesday</b>   | that human activities have physical, chemical, and biological consequences for the atmosphere.                              | evaluate my current understanding of atmospheric pollution.  | Do Now: Review, discuss, and utilize the Unit 7 Exam prep resources in Canvas.   | Teacher-Student Q &A on Unit 7 topics.                                      | Unit 7 Progress Check<br><br>HW: Study for Unit 7 Exam  |
| <b>Wednesday</b> | that human activities have physical, chemical, and biological consequences for the atmosphere.                              | demonstrate mastery of atmospheric pollution.  | Do Now: Present exam expectations.   |   | Unit 7 Exam<br><br>HW: AP Daily Videos and Smedes Notes for 8.1 & 8.2   |
| <b>Thursday</b>  | that human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems. | identify differences between point and nonpoint sources of pollution.<br><br>describe the impacts of human activities on aquatic ecosystems. | Do Now: FRQ for 8.1  | Slides and Notes – Sources of Pollution and Human Impact on the Environment | Exit Ticket: Describe the causes and consequences of point source and non-point source pollution.<br><br>HW: AP Daily Videos and Smedes Notes for 8.3 |
| <b>Friday</b>    | that human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems. | demonstrate my current understanding of aquatic and terrestrial pollution.   | Substitute Teacher (IB Training)   | Review of Task Verbs  | Unit 8 Progress Check in AP Classroom<br><br>HW: AP Daily Videos and Smedes Notes for 8.4   |

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

## ARC Week at Glance – Jackson (S2, W10)

**Topic: Unit 3B – Chemical Reactions**

**Course: Chemistry**

**Grade: 11**

**Dates: 3/10 – 3/14**

|                  | Learning Target<br>(I am learning ...)   | Criteria for Success<br>(I can...)                                | Activation/ Instruction   | Collaboration/<br>Guided Practice  | Independent Learning/<br>Assessment   |
|------------------|--|---|---|--|---|
|                  |  |   | <i>(Include at least one/two formatives*in any part of the lesson as needed)</i>                            |  |   |
| <b>Monday</b>    | how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions. | identify and describe real-world uses for stoichiometry.          | PowerUp Asynchronous Learning Day   | Assist students who need introduction to content or remediate (practice worksheets and video resources in Canvas)                                  | Opportunity to make up missed assessments.<br><br>Students who are caught up will take a practice assessment to prep for tomorrow's assessment.                             |
| <b>Tuesday</b>   | how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions. | perform mole-to-mole and mole-to-mass conversions.                | <b>Do Now:</b> Discuss Article and Annotations - How can stoichiometry be applied in real-world situations? | T-Chart to identify differences with mole-to-mole, mole-to-mass, and mass-to-mole conversions.<br><br>POGIL – Stoichiometry (Model 1-2; I / We Do) | Complete the “You Try...” section of Model 2 and 3<br><br>Exit Ticket: Red, Yellow, Green (How comfortable are you with mole-to-mole and mole-to-mass conversions?)         |
| <b>Wednesday</b> | how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions. | perform mass-to-mass conversions.                                 | <b>Do Now:</b> Use the POGIL – Stoichiometry Packet to help you solve the questions on the board. [list]    | POGIL – Stoichiometry (Model 3; I / We Do)   | Complete the “You Try...” section of Model 3<br><br>Exit Ticket: Write a brief explanation of the steps you would take to complete mole-to-mole stoichiometric conversions. |
| <b>Thursday</b>  | how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions. | Review (mole-to-mole, mole-to-mass, and mass-to-mass conversions) | <b>Do Now:</b> Practice mass-to-mass conversion problem to solve.   | Interactive Slideshow (student volunteers; cold calls; whiteboards, etc.)  | Complete the “You Try...” section of Model 1<br><br>Exit Ticket: Write a brief explanation of the steps you would take to complete mole-to-mole stoichiometric conversions. |
| <b>Friday</b>    | how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions. | demonstrate my current understanding of mass-to-mass conversions. | Substitute Teacher (IB Training)  |  | Nearpod – Mass to Mass Stoichiometry<br><br>Post-Test on Stoichiometry (Canvas)   |

**Additional Info:**

**Literacy Task**

**Minor Grade**

**Major Grade**

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

## ARC Week at Glance – Jackson (S2, W10)

**Topic: Unit 3B – Humans on Earth**

**Course: Environmental Science**

**Grade: 9**

**Dates: 3/10 – 3/14**

|                  | Learning Target<br>(I am learning...) | Criteria for Success<br>(I can...)  | Activation/ Instruction  | Collaboration/<br>Guided Practice  | Independent Learning/<br>Assessment  |
|------------------|---------------------------------------|---|--|--|--|
|                  |                                       |   | <i>(Include at least one/two formatives*in any part of the lesson as needed)</i>   |  |  |
| <b>Monday</b>    | how humans impact the environment.    | create my own GMO and create an ad to sell my GMO to consumers.                   | PowerUp Asynchronous Learning Day  |  | Complete and submit the Buy My GMO! Project on Canvas  |
| <b>Tuesday</b>   | how humans impact the environment.    | explain urbanization.   | <b>Do Now:</b> Comparisons of 2 cities<br>Write down 3 things that capture your attention when comparing the two images. If a question comes to mind, write that down. | Urbanization and Urban Sprawl Packet (Graph 1 and Map 1; Map 2 and 3 Analysis)                             | <b>Exit Ticket:</b> On the bottom of the second page, in your own words, explain urbanization (share an example if you know of one).   |
| <b>Wednesday</b> | how humans impact the environment.    | explain urban sprawl.   | <b>Do Now:</b> Rural or Urban (choose your preference and provide at least 3 reasons why).   | Urbanization and Urban Sprawl Packet (Map 4 through 7 Analysis)  | <b>Exit Ticket:</b> On the bottom of the second page, in your own words, explain urban sprawl and explain how it is different from urbanization.   |
| <b>Thursday</b>  | how humans impact the environment.    | create a city to narrate and illustrate how urbanization and urban sprawl occurs. | <b>Do Now:</b> T-P-S: Effects of Urbanization (graphic organizer; discussion on the social, economic, political, and environmental effects)                            | Developing an Urban Center (group project)   | Exit Ticket: What is something that you would add to your group's plans that was not already done? What is something that you would change about what was decided? (provide reasons why) |
| <b>Friday</b>    | how humans impact the environment.    | use data to create a graph to examine differences between rural and urban areas.  | Substitute Teacher (IB Training)   | Students will continue to design their cities to illustrate and demonstrate urbanization and urban sprawl. | Urbanization Graphing Worksheet  |

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