ARC Week at Glance – Jackson (S2, W11)

Topic: Unit 8 – Terrestrial and Aquatic Pollution **Course: AP Environmental Science** **Grade: 9** **Dates: 3/17 – 3/21**

	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	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. 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	Complete handout on 8.1 FRQ for 8.2 HW: AP Daily Videos and Smedes Notes for 8.3 & 8.4
Tuesday	that human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.	explain how human activity aquatic ecosystems. describe endocrine disruptors	Do Now: FRQ 8.3	Slides and Notes – Sources of Pollution and Human Impact on the Environment and Endocrine Distuptors (Video)	HW: AP Daily Videos and Smedes Notes for 8.5 & 8.6
Wednesday	that human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.	explain and calculate lethal dosage (LD 50)	Do Now: FRQ for 8.4	Slides and Notes – Oxygen sag curves, LD50, water quality, and eutrophocation.	FRQ for 8.5 & 8.6 HW: AP Daily Videos and Smedes Notes for 8.7 & 8.8
Thursday	that human activities, including the use of resources, have physical, chemical, and biological consequences for ecosystems.	Conduct a simulation that examines how toxins transfer from organisms to another.	Do Now: Lab Expectations	Biomagnification Lab	Exit Ticket: Write a paragraph describing the potential impact of toxins being consumed by primary consumers. HW: Complete notes and study for Checkpoint Quiz
Friday	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.	Do Now: FRQ for 8.7 & 8.8; Technology Check	Review of Task Verbs	Unit 8, Checkpoint #1 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, W11)

Topic: Unit 3B – Chemical Reactions / Unit 4 – Solutions, Acids, and Bases

Course: Chemistry Grade: 11 Dates: 3/17 – 3/21

	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 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)	Do Now: Practice mass-to-mass conversion problem to solve.	Interactive Slideshow (student volunteers; cold calls; whiteboards, etc.)	Complete the "You Try…" section of Model 1 Exit Ticket: Write a brief explanation of the steps you would take to complete mole-to-mole stoichiometric conversions.
Tuesday	how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	Review	Do Now: What are three of the main conversion factors that we use in Stoichiometry? Q&A on POGIL Packet	Interactive Slideshow (student volunteers; cold calls; whiteboards, etc.)	Practice Quizizz
Wednesday	how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	demonstrate mastery of mole-to-mole, mole-to-mass, and mass-to mass conversions	Do Now: Assessment Expectations	Student/Teacher Q&A w/ Practice Examples	Stoichiometry Assessment – Part 2
Thursday	about the properties that describe solutions and the nature of acids and bases.	Review, Remediate, Differentiate. demonstrate my current understanding of acids, bases, and pH.	Do Now: Review grades and missing assignments on Infinite Campus and Canvas.	Article reading and annotation on Acids, Bases, and pH.	Take missing assessments and complete and submit missing assessments (student must initiate) Post- Test on Stoichiometry (Canvas) Pre-Test on Acids, Bases, and pH (Progress Learning)

Friday	about the properties that describe solutions and the nature of acids and bases.	explain the function and organization of the pH scale. distinguish between acidic, basic, neutral substances	Do Now: Practice mass-to-mass conversion problem to solve.	Slides and Guided Coloring Notes (aid in seeing and understanding the pH scale)	Kahoot! – Acid, Base, and pH

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

ARC Week at Glance – Jackson (S2, W11)

Topic: Unit 3B – Humans on Earth **Course: Environmental Science** **Grade: 9** **Dates: 3/17 – 3/21**

	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 humans impact the environment.	design my urban area to accommodate 50,000 people.	Do Now: Checklist: What else needs to be added to your urban area? Make a list.	Developing an Urban Center – Finish Drawing map	Exit Ticket: Write a draft that provides details and explanation your groups urban area.
Tuesday	how humans impact the environment.	explain and describe the design behind my urban area.	Do Now: Comparisons of 2 cities Write down 3 things that capture your attention when comparing the two images. If a question comes to mind, write that down.	Students will discuss the design of their urban area with their group.	Developing an Urban Area Reflection – Students will independently write their 2-paragraph explanation and description of their urban area on paper and submit in the bin while exiting class.
Wednesday	how humans impact the environment.	Review, Remediate, Differentiate. demonstrate my current understanding of energy sources.	Do Now: Review grades and missing assignments on Infinite Campus and Canvas.	Article reading and annotation on the sustainability of energy sources.	Take missing assessments and complete and submit missing assessments (student must initiate) Post- Test on Human Impact (Canvas) Pre-Test on Energy Sources (Progress Learning)
Thursday	about the types, availability, allocation, and sustainability of energy resources	distinguish between renewable and nonrenewable energy sources	Do Now: 3-2-1 from the article reading and annotations on the sustainability of energy (from yesterday)	Nearpod: Energy Resources (Day 1)	Exit Ticket: What justifies an energy source and being renewable or nonrenewable? Sort the given energy sources and determine if they are renewable or nonrenewable.

Friday	about the types, availability, allocation, and sustainability of energy resources	explain the importance of conserving energy.	Do Now: If you were in charge of an energy company, what energy source would you pull from? Why?	Nearpod: Energy Resources (Day 2)	Exit Ticket: Energy Conservation Reflection – In your own words, explain why it is important to conserve energy and provide examples of what we can do to conserve energy. 8-10 sentences.

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