

ARC Week at Glance – Jackson (S2, W14)

Topic: Unit 9 – Global Change Course: AP Environmental Science Grade: 9 Dates: 4/14 – 4/18

	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>		
Monday	Spring Break (No School)				
Tuesday	how local and regional human activities can have impacts at the global level.	explain the importance of stratospheric ozone to life on Earth.	Do Now: FRQ 9.2 Discuss timeline and expectations for Unit 9 and the Review weeks. Unit 9 Checkpoint #1 Quiz on 4/21 (over topics 9.1 – 9.5)	Slides, fillable notes, and learning tasks in Unit 9 Packet – Sections 9.1 & 9.2 (Stratospheric Ozone Depletion/ Reducing Ozone Depletion)	Exit Ticket: FRQ 9.1 HW: Complete all learning tasks in today’s section of Unit 9 Packet; AP Daily Video & Smedes Notes for 9.3 & 9.4
Wednesday	how local and regional human activities can have impacts at the global level.	describe what greenhouse gases are and explain their role and impact on earth.	Do Now: FRQ 9.3	Slides, fillable notes, and learning tasks in Unit 9 Packet – Sections 9.3 & 9.4 (The Greenhouse Effect/ Increases of Greenhouse Gases)	Exit Ticket: FRQ 9.4 HW: Complete all learning tasks in today’s section of Unit 9 Packet; AP Daily Video & Smedes Notes for 9.5, 9.6, & 9.7
Thursday	how local and regional human activities can have impacts at the global level.	describe historical shifts in climate and their natural causes.	Do Now: FRQ 9.5	Slides, fillable notes, and learning tasks in Unit 9 Packet – Sections 9.5, 9.6, & 9.7 (Global Climate Change/ Ocean Warming/ Ocean Acidification)	Exit Ticket: FRQ 9.6 & 9.7 HW: Complete all learning tasks in today’s section of Unit 9 Packet; AP Daily Video & Smedes Notes for 9.8; Study for Unit 9 Checkpoint #1 Quiz
Friday	Good Friday (No School)				

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

ARC Week at Glance – Jackson (S2, W14)

Topic: Unit 4 – Solutions, Acids, and Bases

Course: Chemistry

Grade: 11

Dates: 4/14 – 4/18

	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>		
Monday	Spring Break (No School)				
Tuesday	how to plan and carry out an investigation to evaluate the factors that affect the rate at which a solute dissolves in a specific solvent.	read solubility curves to determine of a substance is saturated, unsaturated, or supersaturated.	Do Now: How much more acidic is a substance that has a pH of 2 compared to a substance with a pH of 6 (Power of Hydrogen – 10)	Discuss solutions and concentrations. Slides and fillable diagrams and worksheet on Solubility Curves	Exit Ticket: What variables or factors are needed to determine if a solution is saturated, unsaturated, or supersaturated.
Wednesday	how to plan and carry out an investigation to evaluate the factors that affect the rate at which a solute dissolves in a specific solvent.	determine how temperature and the amount of solute effects the solubility of a solution.	Do Now: Sort the statements below describe a solution that is saturated, unsaturated, or supersaturated.	Continue with slides and diagrams and worksheet on Solubility Curves. We Do – Questions 1-9	You Do – Questions 10-20 on worksheet (see colored Solubility Curve in Canvas; submit in Canvas once complete for feedback and grading)
Thursday	how to plan and carry out an investigation to evaluate the factors that affect the rate at which a solute dissolves in a specific solvent.	conduct a lab to examine how the amount of solute and solvent determine solubility.	Do Now: Lab safety and expectations.	Kool Aid Lab	Clean up lab area. Complete lab questions on packet. Submit on Canvas for feedback and grading. Quiz on the Kool Aid Lab on Monday.
Friday	Good Friday (No School)				

Additional Info:

Literacy Task

Minor Grade

Major Grade

Course materials and resources are available in Canvas.

ARC Week at Glance – Jackson (S2, W14)

Topic: Unit 4 – Sustaining Planet Earth

Course: Environmental Science

Grade: 9

Dates: 4/14 – 4/18

	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>		
Monday	Spring Break (No School)				
Tuesday	about the types, availability, allocation, and sustainability of energy resources	describe the benefits and drawbacks of renewable and nonrenewable energy.	Do Now: What did you do during Spring Break that required a lot of “energy”? What is something that you did that required a little “energy”?	Energy Resource – Reading and Questions (annotate throughout; discussion to follow; submit in Canvas for feedback and grading once complete)	Exit Ticket: Write a paragraph that explains your opinion on how humans should approach energy now and for the future.
Wednesday	about the types, availability, allocation, and sustainability of energy resources	describe the different energy sources available. analyze the benefits and drawbacks of the different types of energy available.	Do Now: Nearpod – Time to Climb (Sustainability: Alternative Energy)	Nearpod – Comparing Energy Sources	Quiz at the end of the Nearpod.
Thursday	about the types, availability, allocation, and sustainability of energy resources	demonstrate mastery of renewable and nonrenewable energy.	Do Now: Nearpod – Time to Climb (Energy: Renewable)	Article and Annotation Graphic Organizer - Ten interesting things about energy	Renewable and Nonrenewable Resources - Quiz #1 (Canvas)
Friday	Good Friday (No School)				

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