ARC Week at Glance – Jackson (S2, W15)

Topic: Unit 9 – Global Change Course: AP Environmental Science Grade: 9 Dates: 4/21 – 4/25

	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 local and regional human activities can have impacts at the global level.	demonstrate my current understanding of global change.	Do Now: Greenhouse Effect (model on p. 5 of Unit 9 Packet)	Complete notes on sections 9.5, 9.6, & 9.7 (Global Climate Change/ Ocean Warming/ Ocean Acidification)	Unit 9, Checkpoint #1 Quiz (Canvas) HW: Complete Unit 9 Packet through 9.7
Tuesday	how local and regional human activities can have impacts at the global level.	conduct a lab to examine ocean acidification.	Do Now: Lab expectations; distribute materials	Ocean Acidification Lab (Parts 1-3)	Submit lab sheet on Canvas along with the Ocean Acidification Impact PSA. HW: Complete all learning tasks in today's section of Unit 9 Packet; AP Daily Video & Smedes Notes for 9.8
Wednesday	how local and regional human activities can have impacts at the global level.	explain the environmental problems associated with invasive species and strategies to control them	Do Now: Content Check – teacher addresses questions from students on previous topics (9.5, 9.6, 9.7)	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 9.8 HW: Complete all learning tasks in today's section of Unit 9 Packet; AP Daily Video & Smedes Notes for 9.9
Thursday	how local and regional human activities can have impacts at the global level.	explain how species become endangered and strategies to combat the problem.	Do Now: Content Check – teacher addresses questions from students on previous topics (9.8)	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 9.9 HW: Complete all learning tasks in today's section of Unit 9 Packet; AP Daily Video & Smedes Notes for 9.10
Friday	how local and regional human activities can have impacts at the global level.	explain how human activities affect biodiversity and strategies to combat the problem.	Do Now: Content Check – teacher addresses questions from students on previous topics (9.9)	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 9.10 HW: Complete all remaining learning tasks in the Unit 9 Packet; finalize notes from AP Daily Video & Smedes; Review for Unit 9 Exam

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

ARC Week at Glance – Jackson (S2, W15)

Topic: Unit 4 – Solutions, Acids, and Bases **Course: Chemistry** **Grade: 11** **Dates: 4/21 – 4/25**

	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 plan and carry out an investigation to evaluate the factors that affect the rate at which a solute dissolves in a specific solvent.	identify and describe factors that affect solubility.	Do Now: Revisit the Kool-Aid Lab (emphasis on the concentration formula)	Interactive slides and notes on Solutions, Molarity, and Dilution	Exit Ticket: Identify 2 factors that affect solubility and describe how they can affect solubility.
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.	calculate molarity and dilution.	Do Now: What will happen when the described solution is heated up?	Continue the interactive slides and notes on Solutions, Molarity, and Dilution Worksheet - Solutions, Molarity, and Dilution (I/We Do)	Worksheet - Solutions, Molarity, and Dilution (You Do; submit in Canvas for feedback and grading) Exit Ticket: Complete the 2 practice items on the Exit Ticket slide.
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.	Conduct a simulation to examine molarity	Do Now: Technology Check	Molarity – PhET Lab	Exit Ticket: Pop Quiz (5-item assessment)
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.	Review, remediate, differentiate	Do Now: Quizizz on Molarity	Q&A from Study Guide	Complete any missing assignments and submit them in Canvas
Friday	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.	demonstrate mastery of solutions, molarity, and dilutions.	Do Now: Assessment Expectations, Technology Check		Solutions, Molarity, & Dilutions Assessment (Canvas)

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

ARC Week at Glance – Jackson (S2, W15)

Topic: Unit 4 – Sustaining Planet Earth **Course: Environmental Science** **Grade: 9** **Dates: 4/21 – 4/25**

	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 the types, availability, allocation, and sustainability of energy resources.	demonstrate mastery of renewable and nonrenewable energy.	Do Now: Nearpod – Time to Climb (Energy: Renewable)	Complete the Nearpod from the previous class – Comparing Energy Sources Article and Annotation Graphic Organizer - Ten interesting things about energy	Renewable and Nonrenewable Resources - Quiz #1 (Canvas)
Tuesday	about the types, availability, allocation, and sustainability of energy resources.	calculate my ecological footprint. explain sustainability.	Do Now: What are 3 habits that you have that impact earth (positively and/or negatively) Earth Day!	My Ecological Footprint (Footprint Network)	Exit Ticket: How many earths we need if everyone lived like you? How do you feel about the sustainability of your ecological footprint? What would you change? What would you continue doing? (2 paragraphs)
Wednesday	about the types, availability, allocation, and sustainability of energy resources.	calculate and graph data on the ecological footprint and sustainability of various countries. make a claim that describes the most influential factor that drives a country's ecological footprint.	Do Now: Class survey on the results from the My Ecological Footprint assignment (discuss data)	Ecological Footprint and Global Sustainability	Exit Ticket: Do you believe that every country in our world can reach a position where they all have a "reserve". Explain why or why not. 6-8 paragraphs.
Thursday	about the types, availability, allocation, and sustainability of energy resources.	conduct a lab to examine ocean acidification.	Do Now: Lab expectations; distribute materials	Ocean Acidification Lab (Parts 1-3)	Submit lab sheet on Canvas along with the Ocean Acidification Impact PSA.

Friday	about the types, availability, allocation, and sustainability of energy resources.	Reckoning Day (Review, Remediate, Differentiate)	Do Now: Issue grade reports to students (via Infinite Campus	Teacher presents content on a topic(s) based on student need.	Students will complete missing assignments and submit them on Canvas prior to the end of class. Wall-E Video & Q&A (for students who are caught up).

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