ARC Week at Glance – Jackson (S2, W8)

Topic: Unit 6 – Energy Resources and Consumption & Unit 7 – Atmospheric Pollution

Course: AP Environmental Science Grade: 9 Dates: 2/24–2/28

	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 humans use energy from a variety of sources, resulting in positive and negative consequences.	perform dimensional analysis to calculate energy usage. Review	Do Now: FRQ for 6.12 and 6.13	Energy Math (I/We/You Do)	Complete Unit 6 Progress Checks A & B in AP Classroom. HW: Study for Unit 6 Exam (access the resources that are on the test prep page in Canvas.)
Tuesday	that humans use energy from a variety of sources, resulting in positive and negative consequences.	demonstrate mastery of energy sources, production, uses and outcomes.	Do Now: Assessment Expectations		Unit 6 Exam HW: Submit any outstanding assignments in Canvas for feedback and grading.
Wednesday	human activities have physical, chemical, and biological consequences for the atmosphere.	conduct research to describe the use and effects of various energy sources.	SUBSTITUTE TEACHER (Learning tasks and instructions are posted in Canvas.)		Complete the Unit 7 Progress Check in AP Classroom HW: AP Daily Video and Smedes Notes for 7.1 & 7.2
Thursday	human activities have physical, chemical, and biological consequences for the atmosphere.	identify the sources and effects of air pollutants. explain the causes and effects of photochemical smog and methods to reduce it.	Do Now: FRQ for 7.1 and 7.2 Unit 7 Overview and Timeline (Expectations)	Slides and Notes to Introduce Air Pollution Biozone – Photochemical Smog (worksheet)	Exit Ticket: What are 2 types of air pollutants and explain where they come from and how it effects people or the environment. How can photochemical smog effect humans and how can its presence be reduced? HW: AP Daily Videos and Smedes Notes for 7.3

Friday	human activities have physical, chemical, and biological consequences for the atmosphere.	conduct an experiment to examine the type and quantity of air particulates that are in places I routinely visit.	Do Now: FRQ for 7.3	Air Particulates Lab (setup and	Exit Ticket: Share one (1) location that you chose to collect data and your prediction regarding the air particulates in that area. HW: AP Daily Videos and Smedes Notes for 7.4

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

ARC Week at Glance – Jackson (S2, W8)

Topic: Unit 3B – Chemical Reactions Course: Chemistry Grade: 11 Dates: 2/24 – 2/28

	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, Remediate, Differentiate	Do Now: Review of Infinite Campus (failure notice email being sent this week)	Assist students who need introduction to content or remediate (practice worksheets and video resources in Canvas)	Opportunity to make up missed assessments. Students who are caught up will read and annotate an article – *Exploring the significance of stoichiometry in chemistry and its practical applications.*
Tuesday	how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	conduct an experiment to quantify an amount of a substance without counting it.	Do Now: In this container shown, how many items are present? How much did this outfit cost? (Celeb photo; discuss process to breakdown the cost)	Stoichiometry Skittles	Exit Ticket: Was your hypothesis correct? What was your percent error?
Wednesday	how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	use dimensional analysis to perform stoichiometric conversions.	SUBSTITUTE TEACHER (Learning tasks and instructions are posted in Canvas.)		Moles to Grams the Easy Way (worksheet and videos on Canvas)
Thursday	how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	perform mole-to-mole stoichiometric conversions.	Do Now: Survey – Based on yesterday's activity, how comfortable are you with making stoichiometric conversions?	POGIL – Stoichiometry (Model 1; I / We Do)	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.
Friday	how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	perform mole-to-mass stoichiometric conversions.	Do Now: True or False questions on 1-Step (mole-to-mole stoichiometry)	POGIL – Stoichiometry (Model 2; I / We Do)	Complete the "You Try…" section of Model 2 Exit Ticket: Explain what you must do differently with mole-to-mass conversions compared to mole-to-mole.

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

ARC Week at Glance – Jackson (S2, W8)

Topic: Unit 3B – Humans on Earth **Course: Environmental Science** **Grade: 9** **Dates: 2/24 – 2/28**

	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.	analyze an article to explain how an increasing human population effects the availability of resources.	Do Now: As human population on earth increases, what are 5 other things that will likely increase as a result of this? (Whiteboard or Paper)	What are the three (3) basic needs for human survival. Article, Annotation, Questions – As World's Population Booms, Will Its Resources Be Enough?	Exit Ticket: Summarize the article in two paragraphs; one paragraph explaining the key points of the article and one paragraph where you share your opinion on the key points of the article.
Tuesday	how humans impact the environment.	explain what genetically modified organisms (GMO) are communicate their role in our world.	Do Now: Who am I? (refresher from terms discussed from yesterday's lesson? "World" – Environmentally, socially, economically, individually, and collectively.	Close Reading, Annotations, and Graph Analysis on Genetically Modified Organisms (GMO)	Exit Ticket: In your own words, explain what GMOs are in less than 20 words.
Wednesday	how humans impact the environment.	make a claim on whether GMOs are help or harm the world we live in.	SUBSTITUTE TEACHER (Learning tasks and instructions are posted in Canvas.)		Video – Are GMOs Good or Bad? Genetic Engineering & Our Food (response questions, summary, and quiz)
Thursday	how humans impact the environment.	create my own GMO or research an existing one to create an ad to sell my GMO to consumers.	Do Now: Class survey of GMOs Do we need them, yes or no??? Be prepared to defend your stance) Review	"Buy my GMO! Catalog Ad" (Discuss rubric, conduct research, select GMO, begin making ad.)	Exit Ticket: When you start class tomorrow, what step will you be on?
Friday	how humans impact the environment.	present my GMO to consumers.	Do Now: Revisit rubric and expectations for the "Buy my GMO! Catalog Ad"	Additional time to work on the GMO ad. Upload to Padlet once complete.	Buy my GMO! Catalog Ad Presentations

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