ARC Week at Glance – Jackson (S1, W2)

Topic: Intro to APES Course: AP Environmental Science Grade: 9 Dates: 8/11 – 8/15

	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	learning about sustainability and human impact on the environment.	explain the Tragedy of the Commons.	Do Now: Complete all 3 data tables in the Happy Fishing Lab Packet (Boay, Ocean, & Village; data analysis) Socratic Seminar – What happened? What would you do differently? Why?	TedEd Video on the Tragedy of the Commons. Complete Happy Fishing (Explain and Elaborate sections; teacher circulates)	Exit Ticket: In your own words, explain the Tragedy of the Commons (scratch paper, use task verbs, place in bin) HS: Complete Happy Fishing Packet (submit by Friday 8/15); Respond to APES Task Verbs Questions (gold paper)
Tuesday	learning about sustainability and human impact on the environment.	respond to items regarding sustainability using the Task Verb response Structure.	Do Now: Quiz on Happy Fishing and the Tragedy of the Commons (combined with the lab packet)	Review and Practice with APES Task Verbs (gold paper; discuss responses; I/We Do)	Make corrections; place in bin for feedback; You Do) Read the Lorax (Canvas, QR Code)
Wednesday	learning about sustainability and human impact on the environment.	respond to items regarding sustainability using the task verb response structure.	Do Now: Whiteboard Braindump – Key takeaways from the Lorax. Socratic Seminar to discuss. Redistribute student responses from yesterday's APES Task Verbs activity.	FRQ Questions for the Lorax (respond as if an FRQ, independent or group) Discuss revisions as a class.	Respond to the Lorax FRQ q Reminder to review Task Verbs (Quiz on Thursday via Canvas)
Thursday	learning about sustainability and human impact on the environment.	explain what an ecological footprint is and my impact on the environment.	Do Now: Does your lifestyle affect the condition of our earth? (written T-P-S)	Ecological Footprint Survey and Worksheet Socratic Seminar – How many earths would be necessary if everyone had a lifestyle like yours? How do you feel about your results? Would you do anything different? Explain. Does your lifestyle matter.	Exit Ticket: Data collection fir number of earths; written reflection of Ecological Footprint (using questions form Socratic Seminar) HW: Study for Task Verbs Quiz

Friday	about the resources thar are available to support me with APES.	Demonstrate mastery of task verbs. set up and navigate my available resources for APES.	Do Now: Task Verbs Quiz Overview of the online and physical resources for APES	Navigate the following: • AP Classroom • Canvas • Textbook (Physical & online) • Mr. Smedes • Progress Learning	Reminder: Lab Safety Test due via Canvas; Happy Fishing Lab Packet due HW: Smedes/AP Daily videos and notes for 1.1, 1.2, & 1.3

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

ARC Week at Glance – Jackson (S1, W2)

Topic: Unit 1: Atoms Course: Chemistry Grade: 11 Dates: 8/11 – 8/15

	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 use of the modern atomic theory and periodic law to explain the characteristics of atoms and elements.	explain atomic theory and distinguish between various atomic models	• Do Now – Pre-Test on Atoms • Lab Safety Test and Contract Reminder • Whiteboard Braindump What are atoms? (2-minutes; write, draw, etc.)	Discuss last week's Article Reading and Graphic Organizer Slides and graphic organizer on Atomic Theory: History of the Atom	Atomic Theory Quiz (back of graphic organizer)
Tuesday	about the use of the modern atomic theory and periodic law to explain the characteristics of atoms and elements.	identify subatomic particles and explain their function within an atom.	• Do Now – Which atomic model do you think is best to use or best to learn from when "doing science"? Why? • Lab Safety Test and Contract Reminder	• Distribute Atoms Packet and a Periodic Table • Slides and fillable notes (I/We/You Do)	• Respond to items in the Packet • Cold Call & Promethean – Subatomic particles and element info in the element box from the periodic table
Wednesday	about the use of the modern atomic theory and periodic law to explain the characteristics of atoms and elements.	define and identify isotopes. calculate the relative atomic mass (RAM) for samples of elements.	• Do Now – Identify atoms based on the given subatomic particle info. • Lab Safety Test and Contract Reminder	Isotopes and Relative Atomic Mass (RAM) slides, fillable notes, and calculations (I/We/You Do)	RAM calculations on the board/worksheet (go step by step; cold call)
Thursday	about the use of the modern atomic theory and periodic law to explain the characteristics of atoms and elements.	conduct an experiment to collect data on the mass of various samples of Vegium.	• Do Now – Lab safety, overview, stations, materials, organization, expectations • Communicate that graded labs will include a comprehension quiz. • Lab Safety Test and Contract Reminder	Vegium Lab (data collection)	• Clean up lab area • Turn in lab sheets (redistribute tomorrow) • Explain the difference between an atom and an isotope (whiteboard).
Friday	about the use of the modern atomic theory and periodic law to explain the characteristics of atoms and elements.	analyze data to calculate the relative atomic mass of Vegium.	Do Now – Identify two (2) potential trends in your data table. Prepare to share.	Vegium Lab (calculations)	• Lab Discussion (T-P-S) • Turn in lab (Canvas) • Canvas walkthrough • Vegium Lab Quiz on Monday (8/18)

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

ARC Week at Glance – Jackson (S1, W2)

Topic: Unit 1: Planet Earth Course: Environmental Science Grade: 9 Dates: 8/11 – 8/15

	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 scope of the Environmental Science field of study.	describe and illustrate various Environmental Science concepts.	Refresh on class procedures and expectations. Lab Safety Test (available for make-up opportunity) Do Now: Turn & Talk - Watch video clip pertaining to environmental consequences of human action/inaction (precautionary principle). Group & class discussion.	Group Whiteboard Activity – Environmental Science Concepts: Teacher will present a concept and groups will be asked to illustrate or describe it based on their group discussion within 3 minutes. Groups will share. Teacher will provide feedback to groups as they work and after groups share aloud.	Students will write a synthesis statement (one paragraph) expressing their perspective on Environmental Science. Students will place in bin prior to leaving class for feedback.
Tuesday	to develop and use a model to compare and analyze the levels of biological organization including organisms, populations, communities, ecosystems, and biosphere.	identify and describe key terms and concepts regarding ecology	Do Now: Read and fill out the Annotation Graphic Organizer (independently):	Collaborate to complete an Annotation Graphic Organizer as a class on the Promethean (cold call and discuss input throughout)	Worksheet to check for understanding (discuss responses as a class if time permits) Exit Ticket: 3-2-1: (Learned, Interesting, Question)
Wednesday	to develop and use a model to compare and analyze the levels of biological organization including organisms, populations, communities, ecosystems, and biosphere.	describe and distinguish between the levels of ecological organization identify abiotic and biotic factors.	Do Now: Based on yesterday's activity, define biotic and abiotic features and give two examples of each.	Slides and notes fillable notes: Ecological Levels of Organization Lab - Abiotic/Biotic Field Trip (outside)	Exit Ticket: Based on the area(s) we were in, what ecological level best represents it? Why?

Thursday	to develop and use a model to compare and analyze the levels of biological organization including organisms, populations, communities, ecosystems, and biosphere.	illustrate and explain the progression of ecological (biological) levels of organization.	Do Now: What's your favorite animal? Where does it live? What does it eat? Why is it your favorite? (write or draw)	Ecological Organization Group Poster Activity	Exit Ticket: Write or record an explanation of your flow chart.
Friday	to develop and use a model to compare and analyze the levels of biological organization including organisms, populations, communities, ecosystems, and biosphere.	demonstrate mastery of ecological organization.	Do Now: Worksheet - Ecological Levels of Organization (read and discuss responses)	Student-Teacher Q&A (field questions from students prior to the assessment) Communicate assessment expectation and procedures.	Assessment: Ecological Organization Lab Safety Test (available for make-up opportunity)

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