**ARC Week at Glance – Meena (S2, W6)**

**Topic: Electricity and Magnetism Course: Phy. Sci Grade: 9-12 Dates: February 10-14**

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|  | **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** | *I am learning about electricity and magnetism.* | *I can*  *-Determine the difference between parallel and series circuits*  *-Define alternating and direct current* | *Bell Ringer: Electrical energy refresher.* | *Electrical charge and current power point and student notes.* | *Practicing definition and diagrams.* |
| **Tuesday** | *I am learning about electricity and magnetism* | *I can*  *-Determine the difference between parallel and series circuits*  *-Define alternating and direct current* | *Bell Ringer: Recall and refresh the students understanding on voltage, current, resistor.* | *Electrical energy and current power point and student notes.* | *Assignment to differentiate DC and AC current.* |
| **Wednesday** | *I am learning about electricity and magnetism* | *I can…*  *-Draw a diagram of a circuit*  *Describe the flow of current vs the flow of electrons* | *Bell Ringer: MCQ’s and justification* | *Electrical circuit ppt and student notes.* | *Practicing series and parallel circuit.* |
| **Thursday** | *I am learning about electricity and magnetism* | *I can..*  *-Draw a diagram of a circuit*  *Describe the flow of current vs the flow of electrons* | *Bell Ringer: MCQ’s and justification* | *Electrical circuit ppt and student notes.* | *Assignment on advantages and disadvantages of series and parallel circuit.* |
| **Friday** | *Student Holiday* |  |  |  |  |

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

**ARC Week at Glance – Meena (S2, W6)**

**Topic: mole conversion Course: AP Chemistry Grade: 9-12 Dates: February 10-14**

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|  | **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** | *I am learning about the chemical reactions.* | *I can…*  *Demonstrate my understanding on the concept of oxidation and reduction reaction.* | *Review oxidation reduction, redox reaction, half reaction.* | *Quiz on oxidation reduction.* | *Go over the answers. Opportunity to retake and reassess.* |
| **Tuesday** | *I am learning about the chemical reactions.* | *I can --determine the molar mass of an element and of a compound.* | *Bell ringer: given the composition of some ionic and covalent compounds, students will compute the mass of the compounds by adding the mass of the individual elements that form the compound.* | *Discuss various analogies that lead to the definition of mole.*  *Expose the meaning of R.A.M Avogadro’s constant and molar mass.*  *-watch a video on molar mass and discuss the step to calculate molar mass of compounds* | *Exit ticket: Write one thing you need help with/confused with.* |
| **Wednesday** | *I am learning about the chemical reactions.* | *I can …*  *convert the volume of a gas at STP to the number of moles of the gas.* | *Bell ringer: What is the mass of 0.89 mol of CaCl2?*  *Discuss the step in solving the problem.*  *-opportunity for students to share their experience and thereby correct their mistakes if any.* | *Review the mathematical conversions of moles to number of particles and vice versa. Help students to perform these calculations without having to memorize the process.*  *- discuss the analogy diagram which explains the students to convert from moles to volume of gas and vice versa* | *Exit ticket: what did you understand about molar mass?* |
| **Thursday** | *I am learning about the chemical reactions.* | *I can convert the volume of a gas at STP to the number of moles of the gas.* | *Bell ringer: At STP how many moles are in 67.2 L of SO2* | *Discuss how does temperature and pressure affect the volume of a gas.*  *Calculate gas quantities at STP and review the concept of density as a ratio of mass to volume.*  *Students will solve problems in which they use or explain the conversions for converting mass or volume to moles.* | *Exit ticket: write one thing that you did not understand in today’s lesson.* |
| **Friday** | STUDENT HOLIDAY |  |  |  |  |

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