**ARC Week at Glance – Meena (S2, W10)**

**Topic: Force and motion Course: Phy.Sci Grade: 9-12 Dates: March 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 force and motion.* | *I can…*  *-Define and apply Newton’s 3 laws of motion to different scenarios.*  *Define inertia.* | *Power up –Asynchronous day* |  | *Newton’s law of motion worksheet.* |
| **Tuesday** | *I am learning about force and motion.* | *I can…*  *-Define force, mass, velocity, and acceleration.* | *Do Now: Recall and review questions.* | *Explaining Force, mass, velocity, and acceleration. Getting definitions and understanding –student notes.* | *Balanced and unbalanced forces assignment.* |
| **Wednesday** | *I am learning about force and motion.* | *I can…*  *-Explain how force, mass, velocity, and acceleration are related.* | *Do Now: Claim evidence reasoning questions.* | *Fan cart physics –gizmo—activity A* | *Exit ticket: what interested you in today’s gizmo.* |
| **Thursday** | *I am learning about force and motion.* | *I can…*  *Solve mathematical equations relating force, mass, and acceleration* | *Do Now: multiple choice questions with reasoning.* | *Fan cart physics –gizmo—activity B* | *Exit ticket: write one thing that interested you today.* |
| **Friday** | *I am learning about force and motion.* | *I can…*  *Solve mathematical equations relating force, mass, and acceleration* | *Do Now: Math/data analysis practice.* | *Review newton’s law of motion, force and acceleration.* | *Quiz—newton’s law and force.* |

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

**ARC Week at Glance – Meena (S2, W10)**

**Topic: Empirical and molecular formula Course: AP Chemistry Grade: 9-12 Dates: March 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 stoichiometry.* | *I can…*  *--Determine the empirical formula of a compound, given its percentage composition,* | *Power up—asynchronous day* |  |  |
| ***Tuesday*** | *I am learning about stoichiometry.* | *I can…*  *--Determine the molecular formula of a compound, given its empirical formula and molar mass.* | *Bell Ringer:*  *Activate prior knowledge mole conversion, limiting reactants, percent yield and percent composition.* | *Empirical and molecular formula worksheet.* | *College board/ ed puzzle videos.* |
| ***Wednesday*** | *I am learning about stoichiometry.* | *I can…*  *Prove my understanding on the concept of empirical and molecular formula.* | *Review the concepts—mole conversion, limiting and excess reactant, percent composition, empirical and molecular formula.* | *Percent composition, LR, empirical and molecular formula –assessment.* | *Reassessment opportunity if needed.* |
| ***Thursday*** | *I am learning about acids and bases.* | *I can….. support evidence to predict if common household substances are acids or bases.*  *--describe the results of the investigation and characteristics of each substance.* | *Bell ringer: claim, evidence, reasoning questions.* | *Power point presentation /video –introduction to acids and bases.* | *Introduction to acids and bases ws* |
| ***Friday*** | *I am learning about acids and bases.* | *I can… determine the pH level of the substances---distinguish the properties of acids and bases* | *Bell ringer: multiple choice questions with reasoning.* | *Demo pH of different substances.* | *Ph and poh calculation.* |

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