ARC Week at Glance – Patel (S1, W6)

Topic: Unit 1: Atoms/ Unit 2: Properties and Bonding **Course: Chemistry** **Grade: 11** **Dates: 9/8 – 9/12**

	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	to develop and use models, including electron configuration of atoms and ions, to predict an element's chemical properties.	build atoms using orbitals and write their electron configuration and Noble Gas notation. Review	Do Now – Identify the elements based on the electron configuration and orbital notation information given.	Introduce Noble Gas (abbreviated) notation using the Periodic Table	Virtual Lab: Interactive Web Challenge – Orbital Notation
Tuesday	how changes in an atom's electrons influences the characteristics of that atom.	Reckoning Day	Do Now: Distribute/access grade reports (Infinite Campus). Discuss the reassessment process.	Revisit key slideshows and practice assignments for relearning. (Cold Call throughout for student engagement)	Post-Test on Unit 1
Wednesday	how changes in an atom's electrons influences the characteristics of that atom.	Reassessment Day	Do Now: Students select which assignment(s) they will be reassessing today during class.		Reassessment (based on student) Differentiation (Unit 1 Post-Test; Unit 2 Pretest
Thursday	how changes in an atom's electrons influences the characteristics of that atom.	draw Bohr models to illustrate atoms.	Do Now: Update on Science Fair Project Checkpoint 1 (establishing testable questions)	Slides and Notes on Valence Electrons, Bohr Models, and Lewis Dot Models. Students take time to update their periodic tables throughout.	Practice drawing Bohr models (cold call students to draw on promethean or whiteboards at lab table.
Friday	how changes in an atom's electrons influences the characteristics of that atom.	draw Lewis-Dot models to illustrate atoms.	Do Now: Take out your periodic table and number its rows and columns. Which scientists designed the atomic models that you see on the screen?	Slides & notes on Bohr and Lewis-Dot models (how-to, steps, etc.)	PhET Interactive

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

Topic: Unit 1: Planet Earth Course: Environmental Science Grade: 9 Dates: 9/8 – 9/12

	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	to develop and use a model based on the Laws of Thermodynamics to predict energy transfers throughout an ecosystem (food chains, food webs, and trophic levels).	describe an owl pellet and explain how it provides evidence on an owl's diet. accurately record data on the findings through the owl pellet dissection.	Do Now: List organisms that you believe an owl eats. How do owls "use the restroom"? What are Owl Pellets? (2 Videos)	Owl Pellet Dissection Lab (Day 1)	Owl Pellet Lab – Complete the data table on page 1)
Tuesday	to develop and use a model based on the Laws of Thermodynamics to predict energy transfers throughout an ecosystem (food chains, food webs, and trophic levels).	analyze lab data from the owl pellet dissection to create a food web.	Do Now: What were two (2) interesting findings that you discovered yesterday when dissecting the owl pellet?	Owl Pellet Dissection Lab (Day 2, complete Lab Analysis and Report) Distribute grade reports to prep for Friday's Reckoning Day. Conduct student conferences (1-on-1 updates in class)	Complete and submit the Independent Lab Analysis and Report and quiz in Canvas
Wednesday	the value of biodiversity and succession and how it influences ecosystems.	identify and describe factors that contribute to the processes of primary and secondary succession.	Do Now: Recap of yesterday by cold calling students. Address any issues regarding the lab.	Virtual 5E Succession Stations Lab (Day 1) • Read It! • Research It! • Watch It! • Explore It!	Exit Ticket: Sticky Note/Whiteboard – Two key factors for Primary Succession; Two key factors for Secondary Succession. Place sticky note on lab sheet and place in bin to be redistributed tomorrow.
Thursday	the value of biodiversity and succession and how it influences ecosystems.	illustrate and explain the processes of primary and secondary succession.	Do Now Recap from yesterday by cold calling students. Redistribute materials. Address any issues regarding the lab.	Virtual 5E Succession Stations Lab (Day 2) • Write It! • Illustrate It! • Organize It! • Assess It!	Select an option from the Succession Choice Board Assignment (Challenge It!) to complete. Submit completed lab sheet in Canvas or in bin for review/grading.

Friday	the value of biodiversity and succession and how it influences ecosystems.	Reckoning Day! (Review, Remediate, Differentiate)	Do Now: Determine which students will need to review previous content, are prepared to reassess or ready to move on to new content through differentiation.	Review select content identified by students prior to assessments.	Students will have the opportunity to complete a missing assessment or to reassess a major assessment (if they have completed the reassessment process) during this class period. Succession Article, Graphic Organizer, and Quiz.

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