ARC Week at Glance – Jackson (S1, W17)

Topic: Unit 4 – Earth Systems and Resources Course: AP Environmental Science Grade: 9 Dates: 12/1 – 12/5

	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 how earth's systems interact, resulting in a state of balance over time.	describe the structure and composition of the Earth's atmosphere.	Do Now: International Mindedness: Philippines	Slides and Notes: Earth's Atmosphere: Albedo and Insolation (Part 1) Atmosphere WebQuest	Exit Ticket: Complete the three (3) Quizzes in AP Classroom for Topic 4.4 HW: Video and notes for 4.5
Tuesday	about how earth's systems interact, resulting in a state of balance over time.	explain how environmental factors can result in atmospheric circulation.	Do Now: FRQ for 4.4	Slides and Worksheet on Global Wind Patterns (chunked with response questions, videos, and discussion)	Exit Ticket: Complete the three (3) Quizzes in AP Classroom for Topic 4.5 HW: Video and notes for 4.6
Wednesday	about how earth's systems interact, resulting in a state of balance over time.	describe the characteristics of a watershed.	Do Now: FRQ for 4.5	Watershed Online Simulation and Worksheet	Exit Ticket: Complete the three (3) Quizzes in AP Classroom for Topic 4.6 HW: Study 4.4 – 4.6 for Checkpoint Quiz
Thursday	about how earth's systems interact, resulting in a state of balance over time.	Review	Do Now: FRQ for 4.6	Atmosphere Doodle Notes (video and worksheet)	Exit Ticket: Practice Quiz from Topic 4.4, 4.5, or 4.6 in Progress Learning (Complete the remaining two for HW) HW: Study 4.4 – 4.6 for Checkpoint Quiz
Friday	about how earth's systems interact, resulting in a state of balance over time.	demonstrate mastery of earth's atmosphere. explain how the sun's energy affects the Earth's surface.	Do Now: Technology Check	Slides and Notes: Earth's Atmosphere: Albedo and Insolation (Part 2)	Quiz – Unit 4 Checkpoint #2 Task Verbs Quiz (Round 2)

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

ARC Week at Glance – Jackson (S1, W17)

Topic: Science Fair Project **Course: Chemistry** **Grade: 11** **Dates: 12/1 – 12/5**

	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 to conduct a testable science experiment.	establish a testable question and conduct research on my science fair project	Do Now: What are you going to do for your science fair project?	Walkthrough of the scientific method and practice identifying testable questions.	Students will form a testable question and will conduct research on their question to learn more about the topic the question. Students will creat a list of the websites they visited and communicate their findings for each (minimum of 5).
Tuesday	how to conduct a testable science experiment.	establish the hypothesis for my science fair project.	Do Now: Take your testable question from yesterday and identify what you plan to change and what you plan to measure.	Slides: "If…, then…" Statements for Making a Hypothesis (Practice: I/We Do)	You Do: Students will establish a Hypothesis using the framework "If…, then…" statement for their testable question.
Wednesday	how to conduct a testable science experiment.	communicate the variables, materials, and procedure for my experiment.	Do Now: Share completed slideshow from previous class.	Discussion: Distinguish between independent variable, dependent variable, control variable, and constants (in experiments).	Students will create or add to a document to communicate the independent variable, dependent variable, control variable, and constants in their experiment.
Thursday	how to conduct a testable science experiment.	create a slideshow that captures the following: •	Do Now: Students will select a platform to complete their slideshow (Canva, PPT, Google Slides) Compile all learning tasks from this week and ensure that all tasks been completed (teacher will address student questions as needed).	Create a slideshow that captures the following: • Question (or topic) • Research (list 5 sources) • Hypothesis (If..., then...) • Materials (list everything) • Procedure (step-by-step)	Students will submit their slideshow in Canvas under "Semester 1 Science Fair Checkpoint"
Friday	how to conduct a testable science experiment.	Review, Remediate, Differentiate	Reckoning Day Expectations Students will elect to take a missing assessment(s) or begin the active review for the Semester 1 Exam.		Last day in class to complete missing assessments. If all assessments are completed, students will receive an active study guide to begin completing to prepare for the Semester 1 Exam.

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

ARC Week at Glance – Jackson (S1, W17)

Topic: Final Exam Prep **Course: Environmental Science** **Grade: 9** **Dates: 12/1 – 12/5**

	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 to synthesize the content from this semester to create a new organism that can exist in a specific biome.	conduct research on a biome to collect and communicate information on its features and characteristics.	Do Now: Create a list of all the topics that we have discussed this year Winner gets a prize! Expectations and important dates for the remainder of the semester.	Distribute and discuss rubric for the Organism Project. Examine exemplars.	Students complete the handout to identify the biome they have selected and begin conducting research on its characteristics. Save findings in an online document. Exit Ticket: Write down 5 features or characteristics about the biome you selected on the back of your handout and place it in the GREEN bin before exiting class.
Tuesday	how to synthesize the content from this semester to create a new organism that can exist in a specific biome.	create a common name, scientific name, and illustration for my organism.	Do Now: Match the scientific name with the picture of the organism. (Discussion to follow)	Continue the Organism Project by completing Section 1: Created Organism (Students will create a Common Name, Scientific Name, and Illustration for their organism)	Exit Ticket: Cold Call students to share Common Name, Scientific Name, and Illustration for their organism.
Wednesday	how to synthesize the content from this semester to create a new organism that can exist in a specific biome.	create, illustrate, communicate, and explain adaptations pertaining to my organism.	Do Now: View the images and determine what features the organisms have that help them survive. (Discussion to follow)	Continue the Organism Project by completing Section 2: Adaptations (Obtaining Food, Avoiding Predators, Surviving in its Environment)	Exit Ticket: Write a paragraph explaining how your organism will survive in its environment.
Thursday	how to synthesize the content from this semester to create a new organism that can exist in a specific biome.	illustrate and describe the biome my organism lives in.	Do Now: Based on the climate graphs pictured, identify the biome it represents.	Continue the Organism Project by completing Section 3: Biome (Description, Region of World, Biotic and Abiotic Features)	Exit Ticket: Write down 4 key facts or takeaways from your research on your biome. Place it in GREEN bin as you are exiting class.

Friday	how to synthesize the content from this semester to create a new organism that can exist in a specific biome.	Incorporate a food web to communicate the trophic levels and flow of energy	Do Now: What is the different between a food web and a food chain? What's wrong about the food chain pictured below?	Continue the Organism Project by completing Section 4: Food Webs (Trophic Levels, Organisms, and Energy Flow)	Exit Ticket: Submit a copy of your food web

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