ARC Week at Glance – Jackson (S1, W6)

Topic: Unit 1: The Living World – Ecosystems / Unit 2 – The Living World: Biodiversity

Course: AP 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 describe environmental concepts and processes.	Review	Expectations for tomorrow's assessment. Data from Unit 1 Progress Check	Review slides and FRQ items (respond as groups using whiteboards)	Complete the Unit 1 Progress Check (if needed) Unit 1 Review Video (Canvas) AP Daily Video Topic Quizzes in AP Classroom
Tuesday	to describe environmental concepts and processes.	demonstrate mastery of environmental concepts and processes.	Expectations for the assessment. Technology check		APES Unit 1 Exam HW – AP Daily Videos and Flipped Notes on Unit 2.1 (Smedes Packet)
Wednesday	that ecosystems have structure and diversity that change over time.	describe the three main levels of biodiversity and explain why they are important in ecosystems.	Do Now: Science Fair Project (Testable Question slides)	Parking Lot Biodiversity (Lab)	Compete responses on worksheet. Cold Call students to discuss responses as a class,
Thursday	that ecosystems have structure and diversity that change over time.	explain levels of biodiversity and their importance to ecosystems.	Do Now: Lab Quiz – Parking Lot Biodiversity	Slides & Notes on Biodiversity Ecosystem Worksheet Pages	Exit Ticket: Daily FRQ for 2.1 HW – AP Daily Videos and Flipped Notes on Unit 2.2 (Smedes Packet)
Friday	that ecosystems have structure and diversity that change over time.	describe ecosystem services. describe the results of human disruptions to ecosystem services.	Do Now: Daily FRQ for 2.2	Slides & Notes on Ecosystem Services Ecosystem Services Chalk Drawings (Poster)	HW – AP Daily Videos and Flipped Notes on Unit 2.3 (Smedes Packet)

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

ARC Week at Glance – Jackson (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	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
Tuesday	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
Wednesday	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.
Thursday	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
Friday	how changes in an atom's electrons influences the characteristics of that atom	define an element's ground state and excited state. determine whether an atom is in a ground or excited state based on the number of electrons present.	Do Now: Electron Configuration of Ions (inquiry, discuss responses)	Slides and notes on Atomic Structure: Electron Configuration and the Emission Spectra	Practice Items on Worksheet (I/We/You Do)

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

ARC Week at Glance – Jackson (S1, W6)

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.

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