ARC Week at Glance – Jackson (S1, W9)

Topic: Unit 2 – The Living World: Biodiversity Course: AP Environmental Science Grade: 9 Dates: 9/29 – 10/3

	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	that ecosystems have structure and diversity that change over time.	describe ecological succession	Do Now: Daily FRQ for 2.6	Succession Station Lab	Exit Ticket: Describe differences between primary and secondary succession.
Tuesday	that ecosystems have structure and diversity that change over time.	demonstrate mastery of natural disruptions to ecosystems, adaptations, and ecological succession.	Do Now: Technology & Notes Check		Quiz – Unit 2, Checkpoint #2 (take at the beginning of class) After the quiz, take the Unit 2 Progress Check #2 in AP Classroom
Wednesday	that ecosystems have structure and diversity that change over time.	Review	Do Now: Discuss individual data from yesterday's progress check (item topic distribution).	Flash FRQ Quiz on all topics from Unit 2 (cold call students to share their responses).	Exit Ticket: Task Verbs Matching Activity HW – Study for Unit 2 Exam; practice quizzes in Progress Learning
Thursday	that ecosystems have structure and diversity that change over time.	Review	Do Now: Daily FRQ for 2.5	Group Whiteboard MCQs	Exit Ticket: Come up with a fictional (but realistic) example of a population being forced to change their habitat due to a natural occurrence. HW – Study for Unit 2 Exam; practice quizzes in Progress Learning
Friday	that ecosystems have structure and diversity that change over time.	mastery of the structure and changing diversity within ecosystems.	Do Now: Technology Check		Unit 2 Exam

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

ARC Week at Glance – Jackson (S1, W9)

Topic: Unit 2: Properties and Bonding Course: Chemistry Grade: 11 Dates: 9/29 – 10/3

	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.	describe and calculate electronegativity. determine if a bond is ionic, covalent, or metallic based on electronegativity.	Do Now: Determine if the bonds below are Ionic or Covalent	Slides and Notes on Electronegativity Students will update their periodic table.	Practice worksheet on calculating electronegativity and determining which type of bond it is; ionic, polar covalent, non-polar covalent
Tuesday	how to obtain, evaluate, and communicate information about how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	identify the relationship between the polarity of a substance between the polarity of a substance and its ability to form a solution with another substance.	Do Now: Calculate the electronegativity for the following 2 items and determine what type of bond it is.	Lab Simulation – Soap: Colloids and Polar Molecules (class paced with questions and discussion)	Submit lab sheet for feedback.
Wednesday	how to obtain, evaluate, and communicate information about how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	identify, describe, and model various types of chemical reactions	Do Now: Based on what you already know, what are signs that a chemical reaction is occurring?	Slides and Notes on Types of Chemical Reaction	Types of Chemical Reaction Manipulative Checklist (teacher circulates and provides feedback as students work through the checklist)
Thursday	how to obtain, evaluate, and communicate information about how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	conduct an experiment to examine various types of chemical reactions.	Do Now: Lab Safety protocols	Types of Chemical Reaction Lab	Exit Ticket: Submit lab sheet for feedback and grading.
Friday	how to obtain, evaluate, and communicate information about how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.	demonstrate mastery of electronegativity and types of chemical reactions.	Do Now: Technology Check	Student-Teacher Q&A before the assessment.	Assessment – Electronegativity and Types of Chemical Reactions

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

ARC Week at Glance – Jackson (S1, W9)

Topic: Unit 2: Rhythms of Planet Earth Course: Environmental Science Grade: 9 Dates: 9/29 – 10/3

	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 obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.	describe how nitrogen is cycled through an ecosystem.	Do Now: List 5 locations where carbon can be stored. Ensure that all 3 learning activities from last week have been submitted in Canvas: • Carbon Interactive (PBS) • Bioman – Carbon Cycle • Ride the Water Cycle	Slides and notes on Biogeochemical Cycles (Nitrogen Cycle; check for understanding items throughout presentation)	Nearpod and Worksheet: The Nitrogen and Phosphorus Cycle (complete the Nitrogen Cycle section) Exit Ticket: Submit worksheet in bin for feedback.
Tuesday	how to obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.	describe how nitrogen and phosphorus are cycled through an ecosystem.	Do Now: What do we need Nitrogen to make? What percentage of earth's atmosphere is made up of nitrogen? Redistribute yesterday's worksheets.	Slides and notes on Biogeochemical Cycles (Phosphorus Cycle; check for understanding items throughout presentation)	Continue the Nearpod and Worksheet: The Nitrogen and Phosphorus Cycle (complete the Phosphorus Cycle section) Exit Ticket: Why are the nitrogen and phosphorus cycles necessary? Provide an explanation for each.
Wednesday	how to obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.	• identify essential nutrients that organisms need — specifically carbon (C), nitrogen (N), and phosphorus (P) — and their major organic and inorganic forms. • describe major reservoirs of C, N, and P, and identify the processes that move the nutrients between these reservoirs.	Do Now: Why is too much nitrogen and phosphorus bad for the environment?	Nutrient Cycling in the Serengeti (Online interactive)	Students will submit worksheets in bin for teacher review and feedback.

Thursday	how to obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.	Review	Do Now: Match the term to the correct location on the Nitrogen Cycle Redistribute yesterday's worksheets.	Ride the Biogeochemical Cycles (Interactive path tracker)	Students can complete the Nutrient Cycling in the Serengeti if needed. Exit Ticket: Survey – How prepared are you for our upcoming assessment (Thumbs Up, Down, Sideways for each cycle.
Friday	how to obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.	demonstrate mastery of biogeochemical cycles.	Do Now: Technology Check	Student/Teacher Q & A	Assessment – Biogeochemical Cycles

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