**ARC Week at Glance – Meena (S2, W7)**

**Topic: Electrical Circuit Course: Phy.Sci Grade: 9-12 Dates: February 17-21**

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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** | PRESIDENT’S HOLIDAY |  |  |  |  |
| **Tuesday** | POWER UP ASYNCHRONOUS DAY |  |  |  |  |
| **Wednesday** | *I am learning about energy transformations.* | *I can…*  *Illustrate and explain the conventional flow of current and the flow of electrons in simple series and parallel circuit.* | *Bell ringer: Review and recall questions related to Ohm’s law.* | *Series and parallel circuit power point and student notes.* | *Series and parallel circuit Worksheet.* |
| **Thursday** | *I am learning about energy transformations.* | *I can…*  *Explain the advantages and disadvantages of series and parallel circuit.* | *Bell Ringer: MCQ’s with justification.* | *Gizmo—Electrical circuit. –Activity A and B* | *Series and parallel circuit worksheet.* |
| **Friday** | *I am learning about energy transformations.* | *I can…*  *Explain the advantages and disadvantages of series and parallel circuit.* | *Review the concepts which the students will be testing on.* | *Gizmo--- Electrical circuit --- Activity C* | *Series and parallel circuit worksheet*. |

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

**ARC Week at Glance – Meena (S2, W7)**

**Topic: Stoichiometry Course: AP Chemistry Grade: 9-12 Dates: February 17-21**

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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** | PRESIDENT’S DAY HOLIDAY |  |  |  |  |
| **Tuesday** | POWER UP—ASYNCHRONOUS DAY. |  |  |  |  |
| **Wednesday** | *I am learning about chemical Reactions.* | *I can…*  *Demonstrate my understanding on the concept of mole conversion.* | *Review The steps of dimensional analysis.* | *Unit test on mole conversion* | *Go over the answers. Retake opportunity to failures.* |
| **Thursday** | *I am learning about chemical Reactions.* | *I can---*  *relate the number of moles of two substances in a balanced chemical equation.*  *—interpret a balanced chemical equation in terms of quantities like moles, mass and volume* | *Bell ringer: what is a mole? What is molar mass? how can you determine the number of moles of a substance in a chemical equation?* | *\*Ppt—mole ratio.*  *\* Students will paraphrase the meaning of mole ratio using words or symbols.*  *\* Understand the difference between moles and mole ratio.*  *\* Work in small groups to complete worksheet on mole ratio.* | *Exit ticket: important facts you learned today.*  *2 concepts that interested you very much in this lesson.*  *1 thing that you did not understand* |
| **Friday** | *I am learning about chemical Reactions.* | *I can—explain how mole ratios are used in chemical calculation.*  *--solve a stoichiometric problem* | *Bell ringer:*  *2 H2 + O2 → 2H2O*  *1) How many moles of H2O are produced when 5 moles of oxygen are used?* | *Tailor the concept mole-mole, mole-mass, mass-mass relationship*  *\* Build the students' understanding by showing a few examples.*  *\*Challenge the students with more problems and encourage peer tutoring for better understanding.* | *Exit ticket: Discuss the answer in the worksheet* |

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