**ARC Week at Glance – Meena (S2, W5)**

**Topic: specific heat & heating curve Course: Phy.Sci Grade: 9-12 Dates: February 3-7**

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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** | *I am learning about flow of energy.* | *I can...**--Define specific heat.**-- calculate specific heat.**--differentiate conductors and insulators.* | *Do Now: Define conductors and insulators with examples.* | *Specific heat capacity ppt and student notes.* | *Textbook reading –the difference between temperature and heat. page 474-475* |
| **Tuesday** | *I am learning about flow of energy.* | *I can...**Interpret specific heat data to differentiate between conductors and insulators* | *Do Now: Concept learnt the previous day on conductors, insulators and specific heat.* | *Specific heat practice sheet #1* | *TOTD: What interested you in today’s lesson?* |
| **Wednesday** | *I am learning about flow of energy.* | *I can...**Interpret specific heat data to differentiate between conductors and insulators* | *Do Now: calculating the specific heat of substances and determining which substance heat fast or slow?* | *Specific heat practice sheet #2* | *Build math skills –specific heat page 476-477* |
| **Thursday** | *I am learning about flow of energy.* | *I can...**Calculate thermal energy, temperature change or mass using the specific heat equation.* | *Do Now: MCQ’s with justification.*  | *Phet simulation—specific heat*  | *Answer assessment questions on page 478.* |
| **Friday** | *I am learning about flow of energy.* | *I can...**Interpret data from heating/cooling curves* | *Do Now: word problem to calculate the specific heat capacity of different substances.* | *Recall the phase changes already learnt and discuss the implications of heating and cooling curves.* | *Assignment heating/cooling curve*. |

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

**ARC Week at Glance – Meena (S2, W5)**

**Topic: oxidation-Reduction reaction Course: AP Chemistry Grade: 9-12 Dates: February 3-7**

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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** | *I am learning about chemical reactions.* | *I can---**--State the general rule for assigning oxidation numbers.* | *Bell Ringer: Find the oxidation number of assigned elements in a compound.* | *-- assignment to calculate oxidation numbers of different elements in a compound.**-- opportunity to work in pair/small group, discuss the answers and teach each other to see progress in student’s understanding.* | *Assignment oxidation numbers*. |
| **Tuesday** | *I am learning about chemical reactions.* | I can…--*--define oxidation and reduction in terms of a change in oxidation number.* | *Bell ringer :FRQ’s with justification and reasoning.* | *4.9 oxidation—reduction -I do, we do you do assignment.* | *College board videos 4.9* |
| **Wednesday** | *I am learning about chemical reactions.* | *I can…**--Understand the relationship between oxidation and reduction.*  | *Bell Ringer: Identify the oxidizing and reducing agent in the given reaction.* | *Oxidation-reduction worksheet #1* | *Topic questions 4.9*  |
| **Thursday** | *I am learning about chemical reactions.* | *I can...**------Relate given elements and compounds to definitions of redox* | *Bell Ringer: MCQ’s with justification.* | *Oxidation-reduction worksheet #2* | *College board videos.* |
| **Friday** | *I am learning about chemical reactions.* | *I can—**--identify the two classes of chemical reactions.**--balance a redox equation by using the oxidation-number-change method and half reactions.* | *Bell Ringer: No bell ringer.**--- review the concept taught during the week* | *Quiz on oxidation-reduction* | *Test corrections and retake opportunity.* |

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