<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Mr. Jie</th>
<th>Unit Name</th>
<th>Unit Conversion and States of Matter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>PreAP Chemistry</td>
<td>Dates</td>
<td>Sept 6 – Sept 9</td>
</tr>
</tbody>
</table>

**Monday**

| Labor day no School |

**Tuesday**

**Daily Objective:**
Students will prepare for the unit conversion and measurement exam to earn a 70%

**Agenda with Approximate Time Limits:**
- Do now [5min]
- Review with guided questions [15 minutes]
- Class practice and group discussion [30 minutes]

**Formative Assessment:**
Students contribute to the solutions in the guided questions

**Intervention:**
Tutorials as needed

**Extension:**
Students make their own review questions or attempt questions with two units such as m/s

**Follow-Up/Homework:**
Unit conversion and measurements test

**Wednesday/Thursday**

**Daily Objective:**
Students will show mastery of metric conversions, time conversions, and metric to English conversions of volume on their measurement and units test by earning a 70%

**Agenda with Approximate Time Limits:**
- Review and Guided Group practice of Unit conversion using conversion factor [45 minutes]
- Unit conversion and measurement test [45 minutes]

**Formative Assessment:**
## Westside High School Lesson Plan Template

| **Test** | **Intervention:**  
| | Available tutorials, group work, and Special Ed and 504 accommodations.  
| | **Extension:**  
| | N/A.  
| | **Follow-Up/Homework:**  
| | N/A  

| **Friday** | **Daily Objective:**  
| | Students will practice plotting various graphs using given data.  
| | **Agenda with Approximate Time Limits:**  
| | Graphing skills practice [45 minutes]  
| | **Formative Assessment:**  
| | Ask students to predict details of a substance using trendlines.  
| | **Intervention:**  
| | available tutorials, Special Ed and 504 accommodations.  
| | **Extension:**  
| | Students differentiate between dependent and independent variables.  
| | **Follow-Up/Homework:**  
| | N/A  


# Westside High School Lesson Plan Template

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Mr. Jie</th>
<th>Unit Name</th>
<th>Structure and Properties of Matter</th>
</tr>
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<tbody>
<tr>
<td>Course</td>
<td>PreAP Chemistry</td>
<td>Dates</td>
<td>Sept 12 – Sept16</td>
</tr>
</tbody>
</table>

### Monday

**Daily Objective:**
Students revisit their prior knowledge about the state of matter. Students will start to think about the particle nature of matter.

**Agenda with Approximate Time Limits:**
- Lesson 1.1: Launch Lesson States of Matter Card Sort [45 minutes]
- Formative assessment:
  - States of matter card sort
- Intervention:
  - available tutorials, Special Ed and 504 accommodations
- Follow-Up/Homework:
  - N/A.

### Tuesday

**Daily Objective:**
Students will Build and Refine models of matter based on observations of various phenomena involving different states of matter.

**Agenda with Approximate Time Limits:**
- Lesson 1.2 Developing a Model of Matter
  - Part 1: Observing behaviors of solids, liquids, and gases to refine Models. [20]
  - Part 2: Developing a Consensus Model of Matter [20 min]
  - Part 3: Applying the consensus Model of Matter [10 min]
- Formative Assessment:
  - Students write explanation of why the mirror fogs up.
- Intervention:
  - Tutorials as needed
- Extension:
  - N/A
- Follow-Up/Homework: N/A
- Whole group debrief about the mirror fogging.
<table>
<thead>
<tr>
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<th>Daily Objective:</th>
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<tbody>
<tr>
<td></td>
<td>Students will deepen their understanding of density so that they can represent a sample’s density using multiple methods: particulate, graphical and algebraic.</td>
</tr>
</tbody>
</table>

**Agenda with Approximate Time Limits:**
Lesson 1.4: Relating Mass and Volume Lab:
Part 1: Data Collection [30 minutes]
Part 2: Analysis [30 minutes]
Part 3: Application [30 minutes]

**Formative Assessment:**
Students plotting data and Explain the relationship of the plot to density of matter.

**Intervention:**
available tutorials, Special Ed and 504 accommodations

**Extension:**
N/A.

**Follow-Up/Homework:**
Students complete lab report.

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<thead>
<tr>
<th>Friday</th>
<th>Daily Objective:</th>
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<tbody>
<tr>
<td></td>
<td>Students differentiate between heat and temperature. Students will uncover how energy is transferred from one substance to another.</td>
</tr>
</tbody>
</table>

**Agenda with Approximate Time Limits:**
Lesson 1.5 Heat Transfer
Part 1: Distinguishing Between heat and Temperature [45 minutes]

**Formative Assessment:**
Formative Assessment for Lesson 1.5 (question 1 and 2)

**Intervention:**
available tutorials, Special Ed and 504 accommodations

**Extension:**
Mathematical model of heat transfer

**Follow-Up/Homework:**
N/A