Westside High School Lesson Plan Template

Teacher Name	Mr. Jie	Unit Name	Introductions and safety
Course	Prep Chemistry	Dates	8/22 – 8/26

Monday	**Daily Objective:** Students will be informed about the expectations for PreAP chemistry and given the time to ask clarifying questions about the overall goal of the class. **Agenda with Approximate Time Limits:** Introduction to the class Expectations Q&A about class **Follow-Up/Homework:** Complete the student information and syllabus acknowledgement
Tuesday	**Daily Objective:** Students will identify various safety equipment in the lab Students will interpret NFPA labels to identify potential hazards Students will identify hazards of various chemicals in the lab based on hazard symbols and MSDS Students will be familiar with disposal methods and incident response **Agenda with Approximate Time Limits:** • Recap of previous class and check in for completed syllabus acknowledgement [5min] • Safety presentation [20 min] • Students identify safety equipment [10 min] • Students analyze various scenarios regarding lab safety [10 min] • Closing on safety [5min] **Formative Assessment:** Cold call on various situations in the lab **Intervention:** Tutorials as needed **Extension:** Students will look for NFPA labels that they may have seen in their daily lives and identify potential hazards **Follow-Up/Homework:** Students will complete the safety contract acknowledgement

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Wednesday/Thursday	**Daily Objective:** Students will create a lab safety poster by focusing on a specific rule in the lab. Students will identify key terms with regards to lab safety and contribute to the classroom Word Wall **Agenda with Approximate Time Limits:** Follow up on completion of syllabus acknowledgement and safety contract acknowledgement. [5 minutes] Give details on safety poster expectations [5 minutes] Students create safety posters [60 minutes] Students create word wall items on safety and equipment [15 minutes] **Formative Assessment:** Check in with students working to ask about the importance of their rule **Intervention:** Available tutorials, group work, and Special Ed and 504 accommodations. **Extension:** Students who finish early will be asked to work on safety match activity. **Follow-Up/Homework:** N/A
Friday	**Daily Objective:** Students will review for their lab safety test Students will be prepared to score a 90% or higher on their safety exam. **Agenda with Approximate Time Limits:** Do now [5 minutes] Follow up on assignments to complete [5 minutes] Review of safety [40 minutes] **Formative Assessment:** **Intervention:** available tutorials, Special Ed and 504 accommodations. **Extension:** students come up with scenarios and another student will try to determine the proper procedure to handle the scenario. **Follow-Up/Homework:** Safety exam on 8/29

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Teacher Name	Mr. Jie	Unit Name	Safety and Matter
Course	Prep Chemistry	Dates	8/29 – 9/2

Monday	**Daily Objective:** Students will show clear understanding of safety equipment, procedures, and behaviors on the safety exam. **Agenda with Approximate Time Limits:** Exam expectations [5 minutes] Exam [30 minutes] Dry run of lab seating procedures [10 minutes] **Formative assessment:** N/A **Intervention:** Retakes are available **Follow-Up/Homework:** Students will know the procedure to get to the lab.
Tuesday	**Daily Objective:** • I will identify a solid by knowing that it has fixed volume and shape. • I will identify a liquid by knowing that it has fixed volume and changeable shape. • I will identify a gas by knowing that it has changeable volume and shape. • I will compare the shape and volume to solids, liquids and gases by creating a table. • I will compare the compressibility of solids, liquids and gases by rating them from low to high. **Agenda with Approximate Time Limits:** • Do now [5 minutes] • Lab: Phase of Water on Gizmo [15-20 minutes] • Use graphic organizer to compare solid, liquid [up to 20 minutes] • Exit Ticket [5 minutes] **Formative Assessment:** Sentence stems, Particle graph **Intervention:** Tutorials and student personal accommodations. **Extension:** Complete Sentence stems

Westside High School Lesson Plan Template

	Follow-Up/Homework: Finish Classwork
Wednesday/Thursday	**Daily Objective:** • I will define physical change by stating that it does not alter chemical composition or does not produce a new substance. • I will define Chemical change using a chemical change is a change that does alter the chemical composition of the matter. • I will know common physical changes by giving examples: grinding, cutting, melting, boiling, freezing, condensation. • I will know common chemical changes when I observed permanent color change, new substance formation, production of an odor, production of a gas, production of light, temperature change • I will tell if a property is a physical or chemical property by investigating if a chemical change is happened when evaluating the property. • I will differentiate between a physical property and chemical property using: this property is a physical property because people can observe it or measure it without changing the molecule or the identity of the substance. • I will differentiate between a physical property and chemical property using: this property is a chemical property because people need a chemical reaction or chemical change to observe it or measure it. **Agenda with Approximate Time Limits:** • Do now [5 minutes] • Direct Instruction [15-20 minutes] • Guided Practice [up to 20 minutes] • Independent Practice [40 minutes] • Exit Ticket [5 minutes] **Formative Assessment:** Sentence stems, Physical Properties vs. Chemical Properties Practice Physical Changes vs. Chemical Changes Practice. **Intervention:** Tutorials and student personal accommodations. **Extension**

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	Cards Sort . **Follow-Up/Homework:** Finish Classwork
Friday	**Daily Objective:** • I will define Extensive properties by stating that Extensive properties depend on the amount of matter that is present. • I will define Intensive properties by stating that Intensive properties do not depend on the amount of matter present. • I will know Extensive properties by give examples: Volume, Mass, and the amount of energy in a substance. • I will know Intensive properties by give examples: melting point, boiling point, density, and ability to conduct electricity and to transfer energy as heat. • I will explain Volume/Mass is an extensive property because it changes if more material or substance is added in. • I will explain color/temperature/melting point/density is an intensive property because it does not change if more material or substance is added in. **Agenda with Approximate Time Limits:** • Do now [5 minutes] • Direct Instruction [10 minutes] • Mini Lab [30 minutes] **Formative Assessment:** Sentence Stems, Mini Lab **Intervention:** available tutorials, most challenging problems will be reviewed in class this depends on class performance and predicted student misunderstandings. **Extension:** Gizmo Lab: Density **Follow-Up/Homework:** Finish classwork