## Westside High School Lesson Plan Template

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Mr. Jie</th>
<th>Unit Name</th>
<th>Introductions and safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Prep Chemistry</td>
<td>Dates</td>
<td>8/22 – 8/26</td>
</tr>
</tbody>
</table>

### 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
| **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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<th>Safety and Matter</th>
<th>Dates</th>
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**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
### Friday

**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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<tr>
<th>Cards Sort.</th>
<th><strong>Follow-Up/Homework:</strong> Finish Classwork</th>
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</table>

**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 giving examples: Volume, Mass, and the amount of energy in a substance.
- I will **know Intensive properties** by giving 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