# Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 24-25

**Teacher:** Finnegan **Subject:** Science **Course:** Chemistry **Grade:** 10-11 **Date(s):** 1/4-1/8

**Standard**: SC2. Obtain, evaluate, and communicate information about the chemical and physical properties of matter resulting from the ability of atoms to form bonds

**Assessment:** ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None

| | Pre-Teaching | Activation of Learning *(5 min)* | Focused Instruction *(10 min)* ***I DO*** | Guided Instruction *(10 min)* ***WE DO*** | Collaborative Learning *(10 min)* ***Y'ALL DO*** | Independent Learning *(10 min)* ***YOU DO*** | Closing *(5 min)* |
|---|---|---|---|---|---|---|---|
| | Learning Target<br>Success Criteria 1<br>Success Criteria 2 | • Do Now<br>• Quick Write*<br>• Think/Pair/Share<br>• Polls<br>• Notice/Wonder<br>• Number Talks<br>• Engaging Video<br>• Open-Ended Question | • Think Aloud<br>• Visuals<br>• Demonstration<br>• Analogies*<br>• Worked Examples<br>• Nearpod Activity<br>• Mnemonic Devices* | • Socratic Seminar *<br>• Call/Response<br>• Probing Questions<br>• Graphic Organizer<br>• Nearpod Activity<br>• Digital Whiteboard | • Jigsaw*<br>• Discussions*<br>• Expert Groups<br>• Labs<br>• Stations<br>• Think/Pair/Share<br>• Create Visuals<br>• Gallery Walk | • Written Response*<br>• Digital Portfolio<br>• Presentation<br>• Canvas Assignment<br>• Choice Board<br>• Independent Project<br>• Portfolio | • Group Discussion<br>• Exit Ticket<br>• 3-2-1<br>• Parking Lot<br>• Journaling*<br>• Nearpod |
| **Monday** | I am learning about conductin scientific research.<br>I can find scientific research relevant to my project and cite it appropriately. | Scientific method question. | How to research and determine legitimate sources. | | Students find at least 1 kinetics related source. | Students finish pre-project questions/materi all. | Check pre-project and source(s) |
| **Tuesday** | I am learning about physical and chemical changes.<br>From observation, I can determine whether a reaction is chemical or physical. | Signs of a physical change. | Introduction of lab and lab " stations" | Proper safety procedures demonstrated together. | Students will begin chemical and physical changes lab | | Check progress. |
| **Wednesday** | I am learning about physical and chemical changes.<br>From observation, I can determine whether a reaction is chemical or physical. | Signs of a chemical change. | | Discussion of results/possible issues or errors from previous day. | Students will finish lab | Post-lab questions individually. | Discuss and collect lab. |
| **Thursday** | I am learning about physical and chemical changes.<br>I can demonstrate knowledge of physical and chemical properties and changes with examples given. | Conservation of matter inquiry question. | | Study guide (together to start) | Study guide (in pairs/groups of 3). | | Check study guide for completion. |
| **Friday** | I am learning about physical and chemical changes.<br>I can demonstrate knowledge of p/c changes/properties through testing. | Test | Test | Test | Test | Test | Test |

**key literacy strategies*