# Westside High School – Weekly Lesson Plan (Week At a Glance) – SY 25–26

Teacher: Finnegan

Subject: General Chemistry

Course: Chemistry

Grade: 10th-11th

Date(s): Sept. 29 – Oct. 3, 2025

Standard (GA State Standards for Chemistry):

- SC1: Obtain, evaluate, and communicate information about the types of bonds and the forces that occur between atoms.

- SC1a: Plan and carry out investigations to explore how ionic and covalent bonds form.

- SC1b: Construct arguments about the differences in properties of substances due to bonding type.

Assessment: ☐ Quiz ☒ Unit Test (upcoming) ☐ Project ☐ Lab ☐ None

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| Day | Learning Target (LT) & Success Criteria (SC) | Activation of Learning (5 min) | Focused Instruction – I DO (10 min) | Guided Instruction – WE DO (10 min) | Collaborative Learning – Y’ALL DO (10 min) | Independent Learning – YOU DO (10 min) | Closing (5 min) |
| Mon – Intro to Ionic Bonds | LT: I can explain how ionic bonds form through electron transfer between metals and nonmetals. SC1: I can identify metals and nonmetals on the periodic table. SC2: I can model the transfer of electrons in an ionic compound. | Quick Write: “What do you think happens to electrons when Na bonds with Cl?” | Direct Instruction w/ Think-Aloud: Teacher models step-by-step electron transfer in NaCl using Lewis Dot diagrams. | Graphic Organizer (Guided): Students complete scaffolded chart comparing metals vs. nonmetals and electron loss/gain. | Jigsaw Strategy: Each group becomes an “expert” on a different ionic compound (NaCl, MgO, CaF₂) and teaches peers. | Practice Set: Students independently draw Lewis Dot structures for three ionic compounds. | Exit Ticket: Write one sentence explaining why ionic compounds form crystal lattices. |
| Tue – Properties of Ionic Compounds | LT: I can describe and explain the properties of ionic compounds. SC1: I can connect ionic structure to high melting point and conductivity. SC2: I can justify differences between ionic and covalent properties. | Anticipation Guide: True/False statements (e.g., “Ionic compounds conduct electricity as solids.”) | Worked Examples: Teacher demonstrates how ionic structure leads to melting point and conductivity. | Reciprocal Teaching: Students rotate roles (summarizer, predictor, questioner, clarifier) while reading a short text on ionic properties. | Team Problem Solving: Groups analyze lab data (melting point, conductivity) to classify unknowns as ionic/covalent. | Independent Written Response: Students explain, in writing, why ionic compounds dissolve in water. | 3-2-1 Summary: 3 properties of ionic compounds, 2 examples, 1 question. |
| Wed – Intro to Covalent Bonds | LT: I can explain how covalent bonds form through electron sharing between nonmetals. SC1: I can draw Lewis structures to represent covalent bonds. SC2: I can compare bonding in single, double, and triple covalent bonds. | Do Now – Think-Pair-Share: “Why might two nonmetals share electrons instead of transferring them?” | Modeling w/ Anchor Chart: Teacher creates chart of single, double, and triple bonds using Lewis structures. | Prompting & Cueing: Teacher questions students while guiding them to complete Lewis structures for H₂, O₂, and N₂. | Collaborative Annotation: Students mark up and discuss a molecular bonding diagram (shared electrons circled, lone pairs highlighted). | Choice Board: Students choose to (a) write a paragraph, (b) draw a diagram, or (c) make a flowchart comparing ionic and covalent bonding. | One-Minute Summary: “Explain how covalent bonds differ from ionic bonds.” |
| Thu – Properties of Covalent Compounds & Review | LT: I can evaluate the differences in properties of ionic and covalent compounds. SC1: I can classify compounds as ionic or covalent using data. SC2: I can justify my classification with evidence from bonding models. | Engaging Video w/ Prompt: Short clip on molecular vs. ionic substances in daily life; students jot initial reactions. | Error Analysis: Teacher presents flawed student explanation of covalent vs. ionic; class corrects errors. | Socratic Seminar: Students discuss the question: “Which type of bond is more important in everyday life?” using textual/lab evidence. | Gallery Walk: Groups create posters with properties of ionic vs. covalent and circulate to analyze. | Performance Task: Individually classify 6 compounds (NaCl, CO₂, H₂O, MgCl₂, O₂, CCl₄) as ionic or covalent with justification. | Revisit LT & Peer Debrief: Students rate their mastery (1–4) and discuss with a partner one thing they learned. |
| Fri | LT: I can evaluate the differences in properties of ionic and covalent compounds. SC1: I can classify compounds as ionic or covalent using data. | DIN: Identify each type of compound from structure. | Lab Introduction and safety instructions. | Properties of ionic compounds lab. | Properties of ionic compounds lab. | Lab write up. | Discuss lab, clean up, turn in lab. |