

State of Louisiana Benchmarks	
HS - PS1 - 1	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

Daily Objectives	
Monday	• The students will collect data based on qualitative (descriptive) observations on identifying: physical/chemical change or metal/nonmetal/metalloid.
Tuesday	• The students will collect data based on qualitative (descriptive) observations on identifying: physical/chemical change or metal/nonmetal/metalloid.
Wednesday	• The students will collect data based on qualitative (descriptive) observations on identifying: physical/chemical change or metal/nonmetal/metalloid.
Thursday	• The student (working individually) will ○ transcribe their rough draft to a Google docs; ○ decipher their data and interpret by proving: physical/chemical change or metal/nonmetal/metalloid.
Friday	• The students will test their knowledge and comprehension of Chapter 1 information.

Mon:

1. Bell-ringer
2. LDC Lab: "What is it?" (Physical vs. Chemical; Metal, Nonmetal & Metalloid) 1st rotation

Tue:

1. Bell-Ringer
2. LDC Lab: "What is it?" (Physical vs. Chemical; Metal, Nonmetal & Metalloid) 2nd rotation

Wed: ROAR PERIOD

1. Bell-Ringer
2. LDC Lab: "What is it?" (Physical vs. Chemical; Metal, Nonmetal & Metalloid) 3rd rotation

Thu:

1. Bell-Ringer
2. Review Game: Mindpoint for bonus pts.
3. Chromebooks - Place raw data of LDC lab Google Docs

Fri:

1. Bell-Ringer
2. Chapter 1 Test, Google Forms
3. Chromebooks - Place raw data of LDC lab Google Docs
4. HW Chapter 3, Sec. 1&2

Formative Assessment: - Review bell ringers, procedures and results, LDC – Formal lab report; Class Discussion,

Method of checking: teacher observation of student practice

Summative Assessment: – Chapter 2 Test

Accommodations: as per IAP, IEP

Materials: text, Powerpoint slides, Wks., smart board, Lab material, LDC wks.