MR. ALBERNAZ – PRE-AP (A DAY) AND REGULAR (B DAY) CHEMISTRY

AGENDAS FOR THE WEEK: *10/2 – 10/6*

	MONDAY (A DAY) 10:34AM-12:03PM	TUESDAY (B DAY) 10:34AM-12:03PM	WEDNESDAY (A DAY) 10:34AM-12:03PM	THURSDAY (B DAY) 10:34AM-12:03PM	FRIDAY (A DAY) 10:40AM-12:15PM
	Objective(s): SWBAT ***use dimensional analysis to convert between customary and metric units** ***perform more complicated dimensional analysis calculations using compounds units**	**Objective(s): SWBAT** ***identify units of measurement, relating length, volume, and mass** ***perform simple dimensional analysis using pictures and numbers for conversion factors**	**Objective(s): SWBAT** ***create scatter plots using data provided as well as data collected** ***identify trends in data, such as positive and negative slopes and correlations** ***collect data in a scientific manner for use in analysis**	**Objective(s): SWBAT** ***create scatter plots using data provided as well as data collected** ***identify trends in data, such as positive and negative slopes and correlations** ***collect data in a scientific manner for use in analysis**	**Objective(s): SWBAT** ***identify measurements as either accurate or precise using multiple data collecting methods** ***show the difference between accurate measurements and precise measurements using the target example** ***calculate percent error using measurements given to or collected by the students**
P	**Students will briefly review dimensional analysis with some examples relating to everyday life; students will be prompted with considering miles per gallon, etc.**	**Students will consider how units are important in their everyday life. An example with a professor who did not specify units for students' cheat sheets will be given.**	**Students will complete short quiz on 50 elements of the periodic table.** **Students will be prompted to consider how correlations appear in real life. "If I have long arms, am I more likely to be tall?" among other questions will be posed for student consideration.**	**Students will complete a dimensional analysis warmup. Students will then be prompted to consider how correlations appear in real life. "If I have long arms, am I more likely to be tall?" among other questions will be posed for student consideration.**	**Students will complete a warm up regarding measurements. Students will then be asked to consider the ramifications of accuracy and precision in real life. How are cars made safe? How do they measure safety features, and how important are accuracy and precision in these industries?**
L **A**	**Students will complete a group activity involving zombie apocalypse survival a la the Walking Dead. In groups, students will work on converting different units that will aid in their survival for this scenario.**	**Students will complete a car activity with pictures of animals that allow unit conversions to be done. For example, a card with alligators on top and birds on the bottom will allow conversions from birds to alligators. This will allow students to begin considering dimensional analysis without units. The**	**Students will complete a graphing activity. Students will be in lab groups and measure their height and shoe size. These variables will then be plotted against each other in a scatter plot and students will observe their plots for any correlations that may arise. Students will then answer questions regarding the**	**Students will complete a graphing activity. Students will be in lab groups and measure their height and shoe size. These variables will then be plotted against each other in a scatter plot and students will observe their plots for any correlations that may arise. Students**	**Students will complete a short page of guided notes on the differences between accuracy and precision. They will then work in lab groups to complete a worksheet activity that allows students to see the difference between accuracy and precision with several examples.**

		activity will scaffold DA onto students until they are ready to work with cards with units, and then no cards at all.	**activity.**	**will then answer questions regarding the activity.**	
N	**Students will turn in their activity worksheets to be used as an evaluation. In addition, student questions throughout the lesson will gauge understanding as the activity progresses.**	**Student activity packets will be collected for evaluation.**	**Students' lab groups will turn in their lab packets to be used as evaluation of understanding. Questioning will also be used throughout the lesson as formative assessment.**	**Students' lab groups will turn in their lab packets to be used as evaluation of understanding. Questioning will also be used throughout the lesson as formative assessment.**	**Students will turn in both their POGIL and the worksheet on calculations of atomic mass using isotopes and relative abundance.**