

## Science Virtual Lesson Planner - Honors Chemistry (Amy Earle)

### Lesson 1: Chemistry IRL - Instagram

#### Agenda

#### Learning Target

I can apply my chemistry content knowledge to cite examples from everyday life of chemical principles.

#### Introduction

Students will use Schoology Discussion Groups to choose a photo from this site ([NGSS phenomena](#)), copy the photo into a discussion post, and

#### Interactive Instruction

Students will use Instagram (or google slides template modeling an Instagram story) to document examples they find from their everyday lives of a phenomenon to a relevant principle they have learned this year.

This is a review activity, therefore limited instruction is needed. However, I will be available via email, schoology messaging, and periodic, scheduled check-ins.

The student hand-out, outlining expectations and directions is linked here: [https://docs.google.com/document/d/18Wz15k6m-ers\\_62K5JaCZ7](https://docs.google.com/document/d/18Wz15k6m-ers_62K5JaCZ7)

#### Labs & Simulations

None for this lesson

#### Formative/Summative Assessments

Students will choose 1 of their instagram posts, copy a screen shot of the post, and create a CER response.

\*Screen shot of original post\*

Claim: This is an example of \_\_\_\_\_ (insert chemical topic i.e. a chemical reaction).

Evidence: The image shows \_\_\_\_\_ (relevant visual clues to what the image is showing)

Reasoning: Explanation as to why these clues or evidence show an example of the topic.

Ex:



Claim: This is an example of limiting reactants.

Evidence: There are only 3 loaves of bread on the store shelves.

Reasoning: This is an example of limiting reactants because the number of sandwiches that can be made is limited by the amount of bread available.