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| **Week-at-a-Glance (Electron Configuration)****Westside High School – Weekly Lesson Plan (Week at a Glance) – SY 25–26Teacher: [Your Name] Subject: Chemistry Course: Chemistry Grade: 10–11 Date(s): August 25–29, 2025**

| **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)** |
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| **Mon 8/25** | **LT: I can describe how electrons are arranged in energy levels, sublevels, and orbitals.** | **SC1: I can identify the parts of electron configuration notation. SC2: I can explain the Aufbau principle.** | **Students list what they know about electron arrangement.** | **Direct Instruction (EDI) with Think-Aloud modeling Aufbau diagram filling.** | **Use a Guided Graphic Organizer to practice filling electron shells together.** | **Think-Pair-Share: pairs write electron configuration for Na, share reasoning.** | **Students complete 3 configurations individually (Li, O, Cl).** | **Exit Ticket: “Explain why 3d fills after 4s.”** |
| **Tue 8/26** | **LT: I can apply electron configuration rules (Aufbau, Pauli Exclusion, Hund’s Rule).** | **SC1: I can write correct configurations using the rules. SC2: I can justify electron arrangements with evidence.** | **Anticipation Guide with true/false (e.g., “Electrons can have the same quantum state.”).** | **Modeling with Worked Examples (step-by-step configs of N, Mg).** | **Prompting & Cueing: teacher asks guiding Qs (“Why is this orbital half-filled first?”).** | **Reciprocal Teaching – students rotate roles (predictor, clarifier) to analyze configs.** | **Write configs for 5 atoms; highlight rule used at each step.** | **Exit Ticket: “Explain what is wrong with this electron configuration”.** |
| **Wed 8/27** | **LT: I can compare electron configurations of elements to explain periodic table trends.** | **SC1: I can relate valence electrons to group placement. SC2: I can explain why properties repeat across periods.** | **Quick Write: “What do you predict happens to electron configs across a row?”** | **Mini-Lecture with Anchor Chart on periodic table structure & configs.** | **Error Analysis – students analyze an incorrect configuration (e.g., 1s² 2s³).** | **Students write correct version of e-config. In arrow format.** | **Students independently match configs to element groups.** | **Revisit Learning Target: students rate mastery 1–4.** |
| **Thu 8/28** | **LT: I can construct orbital diagrams and noble gas notation for elements.** | **SC1: I can represent configurations in multiple formats. SC2: I can evaluate which notation is most efficient.** | **Engaging Video with Prompt – Bohr vs. Schrödinger model.** | **Introduce “Battleship” Rules.** | **Play 3 turns Teacher vs. Students to clarify rules.** | **Lab Practice: Students play Battleship in pairs.** | **Check individual progress.** | **Exit Question: What “Move” would be Sr?** |
| **Fri 8/29** | **LT: I can construct orbital diagrams and noble gas notation for elements.** | **SC1: I can represent configurations in multiple formats. SC2: I can evaluate which notation is most efficient.** | **Notice/Wonder – students examine configs of alkali metals vs. noble gases.** | **Reiterate rules.** | **Students play Battleship in pairs.** | **Students play Battleship in pairs.** | **Students play Battleship in pairs.** | **Collect final game boards.** |

**Standard**: A.CED.1 Write and interpret linear equations and inequalities in one variable and use them to solve problems**Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** |