**ARC Week at Glance – Meena (S1, W 4)**

**Topic: Periodic table Course: Physical science Grade: 9-12 Dates: August 26-30**

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|  | **Learning Target**  **(I am learning …)** | **Criteria for Success**  **(I can…)** | **Activation/ Instruction** | **Collaboration/**  **Guided Practice** | **Independent Learning/ Assessment** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | *I am learning about the periodic table.* | *I can understand and describe the arrangement of elements in the modern periodic table.* | *Work in pairs/group with Mendeleev cards to create their own periodic table.* | *Check each pair once they think they are right.*  *Allow students to correct their work and realize what went wrong.*  *Periodic table coloring activity.* | *Clarity on the periodic table color coding activity*. |
| **Tuesday** | *I am learning about the pattern in the periodic table.* | *I can explain how the atomic mass of an element is determined and how atomic mass units are defined.*  *-*  *.* | *Do now: explain how the elements in the periodic table are organized?* | *The students will watch a short clip reviewing the elements on the periodic table.*  *---The students will color in a blank periodic table according to the different sub-groups.*  *--Discuss and provide an understanding how elements are organized.*  *Introduce the concept—period, group, blocks, charges, valence electrons, energy levels* | *Stress the importance of creating a key note /label for their color-coded PT.* |
| **Wednesday** | *I am learning about the pattern in the periodic table* | *I can explain how chemists began to organize the known elements.*  *identify the three broad classes of elements*  *--describe how the modern periodic table is organized* | *Do Now:* *MCQ with justification of answer* | *-Encourage students to describe ways that these elements affect their lives.*  *--Point out that some elements have some interesting stories behind their names.*  *--The students will choose an element without revealing the choice to other students, for which they will write a short description.*  *The other students will identify the element from the specific description* | *Encourage students to challenge each other in identifying elements based on the description.* |
| **Thursday** | *I am learning about the location of elements in the periodic table* | *I can identify the general properties of metals, nonmetals and metalloids.*  *--identify the states (phases)of elements in the periodic table.* | *Do now: Free response question to reason out and prove their understanding.* | *Assignment to practice /identify the elements as metal/ nonmetal/metalloid/phases.*  *--refer the colored periodic table*. | *Think pair and share answers and allow students to correct their mistakes*. |
| **Friday** | *I am learning about valence electrons and ions formed by main group elements*. | *I can discuss how elements gain or lose electrons to form ions · Predict the charges of ions formed by main group elements* | *Do now:*  *How elements gain or lose electrons to form ions (cations, anions)* | *Formation of ions lab.* | *What interested you today’s lab.* |

**Additional Info: Literacy Task Minor Grade Major Grade Course materials and resources are available in Canvas.**