

UNIT 03 -Periodicity

Content Area: **Science**
 Course(s): **IB Chemistry, HL**
 Time Period: **First Marking Period**
 Length: **2 Weeks**
 Status: **Published**

Unit Overview

Scientists organize subjects based on structure and function; the periodic table is a key example of this. Early models of the periodic table from Mendeleev, and later Moseley, allowed for the prediction of properties of elements that had not yet been discovered.

STAGE 1- DESIRED RESULTS

2020 New Jersey Student Learning Standards- Science

SCI.HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
SCI.HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

Science and Engineering Practices

- Analyzing and Interpreting Data
- Asking Questions and Defining Problems
- Constructing Explanations and Designing Solutions
- Developing and Using Models
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information
- Planning and Carrying Out Information
- Using Mathematics and Computational Thinking

Cross Cutting Concepts

- Cause and Effect
- Energy and Matter
- Influence of Engineering, Technology, and Science on Society and the Natural World
- Interdependence of Science, Engineering, and Technology
- Patterns
- Scale, Proportion, and Quantity
- Stability and Change
- Structure and Functions
- Systems and System Models

Disciplinary Core Ideas

Physical Sciences

- PS1A: Structure and Properties of Matter
- PS1B: Chemical Reactions
- PS1C: Nuclear Processes
- PS2B: Types of Interaction
- PS3A: Definitions of Energy
- PS3B: Conservation of Energy and Energy Transfer
- PS3C: Relationship Between Energy and Forces
- PS3D: Energy in Chemical Processes and Everyday Life
- PS4A: Wave Properties
- PS4B: Electromagnetic Radiation
- PS4C: Information Technologies and Instrumentation

Essential Questions

- What is the relationship between electron configuration and the placement of elements on the periodic table?
- What is the relationship between the position of elements on the periodic table and their physical and chemical properties?
- How do you explain the characteristic properties of transition metals based on their electron configuration?

Enduring Understanding

- The arrangement of elements in the periodic table helps to predict their electron configuration.
- Elements show trends in their physical and chemical properties across periods and down groups.

Students will know...

- The periodic table is arranged into four blocks associated with the four sub-levels—s, p, d, and f.
- The periodic table consists of groups (vertical columns) and periods (horizontal rows).
- The period number (n) is the outer energy level that is occupied by electrons.
- The number of the principal energy level and the number of the valence electrons in an atom can be deduced from its position on the periodic table.
- The periodic table shows the positions of metals, non-metals and metalloids.
- Vertical and horizontal trends in the periodic table exist for atomic radius, ionic radius, ionization energy, electron affinity and electronegativity.
- Trends in metallic and non-metallic behaviour are due to the trends above.
- Oxides change from basic through amphoteric to acidic across a period.
- Transition elements have variable oxidation states, form complex ions with ligands, have coloured compounds, and display catalytic and magnetic properties.
- Zn is not considered to be a transition element as it does not form ions with incomplete d-orbitals.
- Transition elements show an oxidation state of +2 when the s-electrons are removed.

Misconceptions:

Why the system of elements is called periodic? Because the relative atomic masses increase periodically.

Why the system of elements is called periodic? Because the atomic number increases periodically.

The elements in the periodic table are arranged in accordance with the increase of the relative atomic mass.

Determinative factors of periodic properties or periodicity

If the numbers of energy level of atoms are the same, the property of elements similar to each other.

When the total number of electrons are changed in the atom, periodic properties do not change.

Relation between periodic properties and the number of subatomic particles

Atomic number of an atom do not characterizes the chemical property of the element.

The number of protons an atom do not characterizes the chemical property of the element.

Meaning of period.

Period is a series of elements arranged in increasing relative average atomic mass.

Atomic radius of an atom is the periodic property of elements of an atom.

Students will be able to...

- Deduce the electron configuration of an atom from the element's position on the periodic table, and vice versa.
- Predict and explain the metallic and non-metallic behavior of an element based on its position in the periodic table.
- Discuss the similarities and differences in the properties of elements in the same group, with reference to alkali metals (group 1) and halogens (group 17).
- Construct equations to explain the pH changes for reactions of Na_2O , MgO , P_4O_{10} , and the oxides of nitrogen and sulfur with water.
- Explain the ability of transition metals to form variable oxidation states from successive ionization energies.
- Explain the nature of the coordinate bond within a complex ion.
- Deduce the total charge given the formula of the ion and ligands present.
- Explain the magnetic properties in transition metals in terms of unpaired electrons.

STAGE 2- EVIDENCE OF LEARNING

Formative Assessment

- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers

- Quiz
- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

Authentic Assessments

Periodic trends excel sheets. Use a data base on several properties of elements(atomic radius, ionic radius, ionization energy---etc), graph the trends and analyze them.

Benchmark Assessments

IB Unit 3 past exams

STAGE 3- LEARNING PLAN

Instructional Map

- The arrangement of elements in the periodic table helps to predict their electron configuration. (Opening Activity)
- Elements show trends in their physical and chemical properties across periods and down groups.
- Deduction of the electron configuration of an atom from the element's position on the periodic table, and vice versa.
- Prediction and explanation of the metallic and non-metallic behaviour of an element based on its position in the periodic table.
- Discussion of the similarities and differences in the properties of elements in the same group, with reference to alkali metals (group 1) and halogens (group 17).
- Construction of equations to explain the pH changes for reactions of Na_2O , MgO , P_4O_{10} , and the oxides of nitrogen and sulfur with water.
- Testing

Modification/Differentiation of Instruction

Differentiation Strategies for Special Education Students

- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials

- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

Differentiation Strategies for Gifted and Talented Students

- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies
- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas

Differentiated Strategies for ELL Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials, including visuals
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Allow students to work at their own pace
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Role play
- Provide graphic organizers, highlighted materials
- Strategy and flexible groups based on formative assessment

Differentiation Strategies for At Risk Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language

- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment

504 Plans

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

Modification Strategies

- Cooperative Grouping
- Extended Time
- Frequent Breaks

- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions
- Peer Tutoring
- Preferential Seating
- Re-direct
- Repeated Drill and Practice
- Shortened Assignment
- Teacher Notes
- Tutorials
- Use of Additional Reference Materials
- Use of Audio Resources

Differentiation Strategies

High Preparation

- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

Low Preparation

- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student
- Homework Options
- Jigsaw
- Mini Workshops to Re-teach or Extend Skills
- Open-ended Activities
- Think-Pair-Share by Readiness, Interest, or Learning Style
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

Horizontal Intergration- Interdisciplinary Connections

See Appendix

Vertical Integration- Discipline Mapping

Eighth grade Chemical Interactions

Ninth Grade Biology- Chemistry unit

Tenth grade CP and Honors Chemistry

Additional Materials

Pearson IB Chemistry, Catrin Brown & Mike Ford, 2nd ed.

Richard Thornley Video Lessons

www.IBChem.com