

# 07: Atoms & the Periodic Table

Content Area: **Special Education**

Course(s):

Time Period: **Full Year**

Length: **4 weeks**

Status: **Published**

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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- The atomic structure of materials determines its properties.
- Understanding that the development of scientific ideas is essential for building science knowledge.
- Explain the historical experiments that led to today's modern model of the atom.
- Determine an element's valence electron structure by its position in the periodic table.
- Use the periodic table to predict chemical properties of element.

## **General Overview, Course Description or Course Philosophy**

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Physical Science establishes a basic approach to the fundamentals of chemistry and physics. The following concepts will be explored: atomic structure, chemical bonding, chemical reactions, the periodic table, kinetic theory, and kinematics. The use of technology to gather and analyze data will be incorporated. This course is concept-oriented with a focus on Chemistry and Physics in the real world. Laboratory work and special projects will facilitate active learning and accommodate different learning styles.

## **CONTENT AREA STANDARDS**

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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.
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.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
LA.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
LA.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.4	Model with mathematics.
MA.K-12.5	Use appropriate tools strategically.
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Formative Assessments**

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- Checks for understanding during lesson
- Online feedback (CK-12)
- Do Now activities.
- Student-centered questioning and discussion that is facilitated by instructor.
- Exit Tickets.

### **Summative Assessments**

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- Benchmarks – departmental benchmark given at the end of MP1, MP2, and MP3
- Alternative Assessments
  - Lab inquiries and investigations
  - Lab Practicals
  - Exploratory activities based on phenomenon

- Gallery walks of student work
- Creative Extension Projects
- Build a model of a proposed solution
- Let students design their own flashcards to test each other
- Keynote presentations made by students on a topic
- Portfolio

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Vernier.com/experiments

Khan Academy, Crash Course Physics, and Bozeman Science

American Chemical Society ([acs.org/content/acs/en/education/resources/highschool.html](https://acs.org/content/acs/en/education/resources/highschool.html))

## **INTERDISCIPLINARY CONNECTIONS**

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ELA/Literacy, Geometry, Physics

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.