

Formative Assessment Lesson Planning Framework



Periodic Table Lesson

LEARNING GOALS

What is the learning intended by the end of this lesson?

SUCCESS CRITERIA

What will students do to show they are progressing toward the Learning Goal?

EVIDENCE-GATHERING OPPORTUNITIES

How will teachers and students collect information about students' progress toward the Learning Goal?

PLANNED PEDAGOGICAL RESPONSES

What will teachers do in response to evidence about students' progress toward the Learning Goal?

<p>Option 1:</p> <p>Given an element, identify its properties based on its location on the periodic table of the elements.</p>			<p>IF STUDENTS...</p> <p>THEN TEACHER WILL ...</p>
<p>Option 2:</p> <p>[write your own]</p>			

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. [Clarification Statement: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.] [Assessment Boundary: Assessment is limited to main group elements. Assessment does not include quantitative understanding of ionization energy beyond relative trends.]