

## Krug Chemistry – Deep Run Daily Planning Guide

Date of Lesson: Q2 Day 5 – Unit 4 Test

<b>Topic /Big Questions: (<a href="#">Question Stems</a> &amp; <a href="#">Question Creation Chart</a>)</b> <ul style="list-style-type: none"> <li>• How do chemists use the periodic table as a tool?</li> <li>• What trends can be seen in the table?</li> <li>• How do the physical and chemical properties change as you go across a period?</li> <li>• How do the physical and chemical properties change as you go down a group?</li> <li>• Who designed the modern periodic table?</li> <li>• What benefits or limitations are present in other designs for the periodic table?</li> </ul>	
<b><a href="#">State SOL</a></b>  CH1  CH 2	<b>Unpacking the Standards (<a href="#">Video explanation shown at 3:18</a>)</b>  CH.1 The student will demonstrate an understanding of scientific and engineering practices by f) obtaining, evaluating, and communicating information  The student will investigate and understand that elements have properties based on their atomic structure. The periodic table is an organizational tool for elements based on these properties. Key information pertaining to the periodic table includes a) average atomic mass, isotopes, mass number, and atomic number; b) nuclear decay; c) <b>trends including atomic radii, electronegativity, shielding effect, and ionization energy</b> ; d) electron configurations, valence electrons, excited electrons, and ions; and e) historical and quantum models.
<b>Visible Learning (For the three items with asterisks*, think from a student perspective. Use simple language)</b>	
<b>*What am I learning today?</b> Chemists use the periodic table as a tool to define the physical and chemical properties of elements.	
<b>*Why is it important?</b> The periodic table contains trends, such as atomic radius, ionization energy, metallic properties, electronegativity, and shielding, that will help chemists predict the behavior of elements.	
<b>*How will I know I've learned it?</b> Students will score 80% or higher on the Unit Test.	
<b><a href="#">Differentiation strategies:</a></b>  <b>Unit 4 Test Review – online in Schoology</b>  <b>Morning Test Review – open to all students</b>  <b>Short Review – beginning of each class</b>	
<b>Accommodations and/or modifications are being met for students with IEP's/504's.</b>  Unit Test available on Schoology or paper; small group testing; extended time	

**Daily Plan/Sequence of Instruction:**

Teacher will answer last minute questions from the Unit 4 Test Review, which is due by the beginning of class.  
Teacher will offer a morning session test review for 45 minutes before school. (Open to all students – CP and Honors).  
Teacher will do a short review session at the beginning of each class (15 minutes). Students will use the rest of class time to complete the test.

**Assessments (List all [formative](#)/[summative](#) assessments used to check for understanding during this lesson. Summative assessments may occur during a different class period.):**

Unit 4 Test Review – (summative) due at the beginning of class

Unit 4 Test – (summative) due by the end of class

After assessing today's lesson are you and your students comfortable moving forward with your next objective?

**Yes** - students have scored 80% or higher on the Unit 4 Test

**No**, remediation required to proceed – students, who fail the unit test, may visit during One Lunch to do test corrections in order to earn a 65% passing score.

Teacher reflection: Small group testing must be requested at least two days in advance.