**Lesson Plan Title: Bohr’s Model**

**Teacher’s Name: Mr.Gomez Subject/Course: Chemistry**

**Unit: Periodicity & Electron Configuration Grade Level: College Prep/Honors**

**Overview of and Motivation for Lesson:**

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| **Stage 1-Desired Results** |
| **Standard(s):*** HS-PS1-1. Use the periodic table as a model to predict the relative properties of main group elements, including ionization energy and relative sizes of atoms and ions, based on the patterns of electrons in the outermost energy level of each element. Use the patterns of valence electron configurations, core charge, and Coulomb’s law to explain and predict general trends in ionization energies, relative sizes of atoms and ions, and reactivity of pure elements. Clarification Statement: \* Size of ions should be relevant only for predicting strength of ionic bonding. State Assessment Boundary: \* State assessment will be limited to main group (s and p block) elements.
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| **Aim/Essential Question:*** Will bohr’s model of the atom stand true for each element?
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| **Understanding(s):***Students will understand that . . .** Elements give off light
* Elements have ground and excited states
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| **Content Objectives:** *Students will be able to . . .* * Differentiate between excited and ground state
* Differentiate between absorption and emission
 | **Language Objectives:**ELD Level 2 *Students will be able to . . . in English** Indicate the different aspects of the bohr model

ELD Level 4 *Students will be able to . . . in English** Estimate the size of a hydrogen atom
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| **Key Vocabulary*** Bohr’s model
* Excited state
* Ground state
* Emission
* Absorption
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| **Stage 2-Assessment Evidence** |
| **Performance Task or Key Evidence*** Click here to enter text.
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| **Key Criteria to measure Performance Task or Key Evidence*** Click here to enter text.
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| **Stage 3- Learning Plan** |
| **Learning Activities:**Do Now/Bell Ringer/Opener: Get out notes from yesterday Learning Activity 1:Finish notes from yesterdayLearning Activity 2:Take notes on bohr’s modelApplication Click here to enter text.Summary/ClosingClick here to enter text.**Multiple Intelligences Addressed:**

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| [ ]  Linguistic | [ ]  Logical-Mathematical | [ ]  Musical  | [ ] Bodily-kinesthetic |
| [ ]  Spatial  | [ ]  Interpersonal | [ ] Intrapersonal | [ ] Naturalistic  |

**Student Grouping**[ ] Whole Class [ ]  Small Group [ ]  Pairs [ ]  Individual**Instructional Delivery Methods**[ ] Teacher Modeling/Demonstration [ ]  Lecture [ ]  Discussion[ ]  Cooperative Learning [ ]  Centers [ ]  Problem Solving[ ]  Independent Projects |
| **Accommodations**Click here to enter text. | **Modifications**Click here to enter text. |
| **Homework/Extension Activities:**Click here to enter text. |
| **Materials and Equipment Needed:*** Click here to enter text.
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**Adapted from Grant Wiggins and Jay McTighe-*Understanding by Design***