## Formative Assessment Lesson Planning Framework
### Periodic Table Lesson

<table>
<thead>
<tr>
<th>LEARNING GOALS</th>
<th>SUCCESS CRITERIA</th>
<th>EVIDENCE-GATHERING OPPORTUNITIES</th>
<th>PLANNED PEDAGOGICAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the learning intended by the end of this lesson?</td>
<td>What will students do to show they are progressing toward the Learning Goal?</td>
<td>How will teachers and students collect information about students’ progress toward the Learning Goal?</td>
<td>What will teachers do in response to evidence about students’ progress toward the Learning Goal?</td>
</tr>
</tbody>
</table>

**Option 1:**

Given an element, identify its properties based on its location on the periodic table of the elements.

**Option 2:**

[write your own]

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**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.]