Please use this template to track your progress during unit 3.

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| Standard | | 1st Chance | 2nd Chance | Final |
| **1** | **Predict whether two charged objects will attract or repel each other, and explain why.** |  |  |  |
| **2** | **Describe the relative amount, charges, masses, and locations of the protons, neutrons, and electrons in an atom of an element.** |  |  |  |
| 2a For a given element, determine the number of protons |  |  |  |
| 2b When given a number of protons, identify the element name and symbol |  |  |  |
| 2c Identify the number of neutrons in an atom from atomic number and mass number |  |  |  |
| 2d Identify the number of electrons in an atom when given the number of protons and charge |  |  |  |
| 2e Identify the charge of an ion from the number of protons and electrons |  |  |  |
| 2f Identify the mass of an atom from the number of protons and neutrons |  |  |  |
| **3** | **Explain the arrangement of the elements on the Periodic Table, including the significant relationships among elements in a given column or row. (**Determine an element’s placement on periodic table based on properties, number of protons, or electron configuration) |  |  |  |
| **4** | **Create visual models for atoms of different elements that shows the location of electrons and their relative distance from the nucleus.** |  |  |  |
| 4a Draw a Bohr model for a given element |  |  |  |
| 4b Write an electron configuration to describe location of each electron in an atom |  |  |  |
| 4c Determine the number of core and valence electrons |  |  |  |
| **5** | **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.** |  |  |  |
| 5a Define electronegativity |  |  |  |
| 5b Explain how nuclear charge and shielding determine electronegativity |  |  |  |
| 5c Use nuclear charge and shielding to determine relative electronegativity for various elements |  |  |  |
| 5d Use nuclear charge and shielding to predict relative atomic size for various elements |  |  |  |
| **6** | **Design a game that teaches one or more of standards 2-5** |  |  |  |