

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
<b>ACCRS:</b>	se the periodic table as a model to predict the relative properties and trends (e.g., reactivity of metals; types of bonds formed, including ionic, covalent, and polar covalent; numbers of bonds formed; reactions with oxygen) of main group elements based on the patterns of valence electrons in atoms.	se the periodic table as a model to predict the relative properties and trends (e.g., reactivity of metals; types of bonds formed, including ionic, covalent, and polar covalent; numbers of bonds formed; reactions with oxygen) of main group elements based on the patterns of valence electrons in atoms.	se the periodic table as a model to predict the relative properties and trends (e.g., reactivity of metals; types of bonds formed, including ionic, covalent, and polar covalent; numbers of bonds formed; reactions with oxygen) of main group elements based on the patterns of valence electrons in atoms.	se the periodic table as a model to predict the relative properties and trends (e.g., reactivity of metals; types of bonds formed, including ionic, covalent, and polar covalent; numbers of bonds formed; reactions with oxygen) of main group elements based on the patterns of valence electrons in atoms.	se the periodic table as a model to predict the relative properties and trends (e.g., reactivity of metals; types of bonds formed, including ionic, covalent, and polar covalent; numbers of bonds formed; reactions with oxygen) of main group elements based on the patterns of valence electrons in atoms.
<b>Before</b>		Math Quiz 1			
<b>During</b>	MLK day	Running the stairs lab	Running the stairs lab/ kinetic and potential energy practice problems	Forms of energy and conservation of energy discussion	Digital learning day/ Online virtual lab
<b>After</b>					
<b>Desired Outcome</b>		Students will run stairs and calculate their power levels	Students will run stairs and calculate their power levels	Students will explore the different forms that energy may be found in	
<b>Formative/ Summative</b>					