

Spelling with the Periodic Table of Elements

Learning Outcome:

Students are expected to know the *element properties as organized in the [periodic table](#)*.

- The periodic table groups elements according to their atomic number and properties



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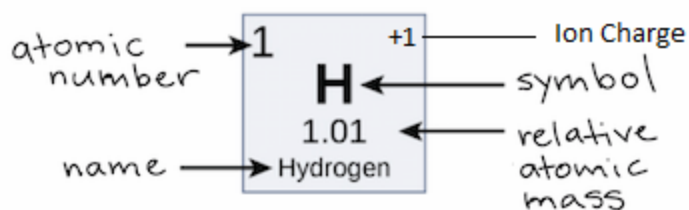
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Instructions:

Individually, you will be spelling 4 words using the Periodic Table only!

- Use your BC Science 9 Textbook pg. 106 for reference
- Create a box for each letter(s) with the correct element information!
 - Symbol
 - Name
 - Atomic Number
 - Atomic Mass
 - Ion Charge(s).



"Atoms, isotopes, ions, and molecules: the building blocks" by OpenStax College, Biology, [CC BY 3.0](#).

- Use the whole width of the sheet. If you only have two elements in your word (Ex. W-Ar), divide the width in half. If there are 5 elements (Ex. At-La-N-Ti-S), divide width by fifths.
- Include a hand drawn image or picture of the word you spelled.
- Choose 4 words and try to not repeat the same elements for all your words.
- Be creative and make your poster organized, neat, and colourful!
- This is to be completed on the "Legal Size" paper provided and to be submitted in-person by: _____

Here are some examples of some words you can spell!

- Chocolate
- Brain
- Dynamite
- Osmosis
- Phone
- Virus

	<u>Unaware (U)</u>	<u>Beginning (B)</u>	<u>Developing (D)</u>	<u>Applying (A)</u>	<u>Extending (E)</u>
Learning Outcomes/ Curricular Competencies	Evidence suggests <i><u>little to no</u></i> understanding of concepts and competencies relevant to expected learning.	Evidence suggests <i><u>initial</u></i> understanding of concepts and competencies relevant to expected learning.	Evidence suggests a <i><u>partial</u></i> understanding of concepts and competencies relevant to expected learning.	Evidence suggests a <i><u>complete</u></i> understanding of concepts and competencies relevant to expected learning.	Evidence suggests a <i><u>sophisticated</u></i> understanding of concepts and competencies relevant to expected learning.