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| **Lesson Plan:** |

**Big Ideas**

1) Not all acids and bases dissociate completely in water, the more they dissociate in water, the stronger they are

2) The stronger the acid/base, the more they "don't want"/"want" their proton

**PLOs**

**D3** analyse balanced equations representing the reaction of acids or bases with water

**D4** classify an acid or base in solution as either weak or strong, with reference to its electrical conductivity

**D5** analyse the equilibria that exist in weak acid or weak base systems

**D6** identify chemical species that are amphiprotic

**Material and equipment needed**

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| Tutorials |  | White Boards | Speaker | News + video |

**Assessment Plan:**

**Formative -** Inquiry question and Kahoot

**Hook and Introduction**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Activity** | **Teaching notes** | **Assessment** |
| 5 min | * News/Video | * Johnson's video |  |

**Development**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Activity** | **Teaching notes** | **Assessment** |
| 70 min | * Tutorials | * Count class * Groups of 3-4 depending on the number of students | * Tutorial hand in as group |

**Closure**

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Activity** | **Teaching notes** | **Assessment** |
| 5 min | * Check in with the class | Collect tutorials | **Enjoy your break!** |