

# Accelerated Chemistry - MP2

Content Area: **Science**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **10 weeks**  
Status: **Published**

## Course Pacing Guide

Unit	MP/Trimester	Weeks
Unit 0: Lab Safety	1	1
Unit 1: Essential Ideas	1	2
Unit 2: Atoms, Molecules, Ions	1	2
Unit 3: Origin of the Elements and Nuclear Chemistry	1	2
Unit 4: Electronic Structure	1	2
<b>Unit 5: Periodic Properties</b>	<b>2</b>	<b>2</b>
<b>Unit 6: Chemical Bonding and Molecular Geometry</b>	<b>2</b>	<b>2</b>
<b>Unit 7: Composition of Substances and Solutions</b>	<b>2</b>	<b>2</b>
<b>Unit 8: Chemical Reactions</b>	<b>2</b>	<b>2</b>
<b>Unit 9: Reaction Stoichiometry</b>	<b>2 / 3</b>	<b>3</b>
Unit 10: Thermochemistry	3	2
Unit 11: Gases	3	2
Unit 12: Solids and Liquids	3	2
Unit 13: Solutions	3	2
Unit 14: Equilibrium	4	2
Unit 15: Acids and Bases	4	2
Unit 16: Solubility Equilibria	4	2
Unit 17: Kinetics and Thermodynamics	4	3

## Enduring Understandings

The Periodic Table, chemical formulas and bonding, molecular shape and polarity, chemical reactions (characteristics, balancing, types) the mole, mathematics of chemical equations

## Essential Questions

How is the Periodic Table organized? What information can be obtained from the Periodic Table? How do atoms bond? How are compounds represented? How are Lewis structures drawn? What are the shapes of small molecules? How does VSEPR theory predict molecular shape? How are atoms/molecules/ions attracted to each other and how does these affect physical properties? What are the characteristics of a chemical reaction? How are chemical reactions represented with equations? How are chemical reactions classified? How is the mole used to account for chemical quantities? How can chemical equations be used to predict stoichiometric

relationships and chemical quantities?

## **New Jersey Student Learning Standards (No CCS)**

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SCI.HS-PS1-3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
SCI.HS-PS3-5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
SCI.HS-PS1-7	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
SCI.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.
SCI.HS-PS2-6	Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
SCI.HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

## **Amistad Integration**

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The Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum. (<https://nj.gov/education/amistad/about.htm>)

## **Holocaust/Genocide Education**

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**Ideas relevant to the Holocaust incorporated into Unit 2 (Atoms, Molecules, Ions) and Unit 14 (Equilibria).**

## **Interdisciplinary Connections**

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MA.A-SSE.A.1	Interpret expressions that represent a quantity in terms of its context.
MA.A-SSE.A.1a	Interpret parts of an expression, such as terms, factors, and coefficients.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
MA.A-SSE.B	Write expressions in equivalent forms to solve problems
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative

LA.RH.9-10.8	analysis in print or digital text, to analyze information presented via different mediums.
MA.A-CED	Assess the extent to which the reasoning and evidence in a text support the author's claims.
MA.A-CED.A	Creating Equations
	Create equations that describe numbers or relationships

## Technology Standards

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

## 21st Century Themes/Careers

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

## Financial Literacy Integration

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Financial considerations incorporated into labs and related topics, such as discussing cost-benefits when evaluating chemical processes.

## **Instructional Strategies & Learning Activities**

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Guided inquiry activities

Student whiteboard presentations of calculations,

Research project on the properties and uses of an element (Element Project),

Periodic Chart lab,

Periodic Trends Graphing activity,

Intro to Ionic and Covalent Bonding activity,

Ionic Bonding lab

Molecular Shapes and Polarity Lab,

Equation Writing and Predicting Products lab,

Reactivity of metals lab,

Single replacement lab (iron – copper chloride lab)

## **Differentiated Instruction**

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- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems -- Claim-evidence-reasoning model
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- LMS use
- Mastery Learning (feedback toward goal) -- Canvas online HW
- Learning Through Workstations
- Concept Attainment
- Assessment Design & Backwards Planning
- Packets/Study Guides to aid organization and note-taking
- Practice test and test-taking strategy discussions

## **Formative Assessments**

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Exit Tickets

Daily check-ins on Packet work

Informal questioning (oral and written) to monitor student understanding

Online HW

Practice tests

Student whiteboards

Canvas discussion groups

## **Summative Assessment**

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Quizzes

Tests

Lab/simulation reports

Writing assignments

Online HW

Portfolio

## **Benchmark Assessments**

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Midterm and final exams -- based on American Chemical Society National HS Chemistry Exam.

Midterm and final exams histograms compared to historical data from prior cohorts.

## **Alternate Assessments**

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MP2 optional assignment

## **Resources & Technology**

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On-line textbook: <https://openstax.org/details/books/chemistry-atoms-first-2e> . Computers/Lab Probe-ware/MS Word and Excel, Google docs; Textbook technology resources: simulation software (PhET, Concord Consortium), laserdiscs, videos etc. Internet resources – videos, data, simulations, on-line homework program (Canvas)

## **BOE Approved Texts**

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<https://openstax.org/details/books/chemistry-atoms-first-2e>

## **Closure**

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Strategies utilized may include:

- Gallery Walk - On whiteboard, small groups of students write and draw what they learned.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students submit quiz questions.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students demonstrate and/or discuss a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in simple terms.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Ask students to summarize the main idea.
- Exit Ticket

## **ELL**

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Strategies may include:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- Chemistry-specific Bilingual Dictionaries in the following languages, [Albanian](#), [Arabic](#), [Bengali](#), [Burmese](#), [Chinese \(simplified\)](#), [Chinese](#)

(traditional), [Dutch](#), [Farsi](#), [French](#), [Fulani](#), [Greek](#), [Haitian](#), [Hindi](#), [Italian](#), [Karen](#), [Kinyarwanda](#), [Korean](#), [Malay](#), [Mandinka](#), [Nepali](#), [Pashto](#), [Polish](#), [Portuguese](#), [Punjabi](#), [Russian](#), [Slovak](#), [Spanish](#), [Swahili](#), [Tagalog](#), [Thai](#), [Tibetan](#), [Turkish](#), [Twi](#), [Ukrainian](#), [Urdu](#), [Uzbek](#), [Vietnamese](#), [Wolof](#)

- Google Translate

## Special Education

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Special education accommodations, modifications, and strategies are implemented in accordance with students' IEP plans.

Strategies utilized may include any or all of the following:

- Modify assignments.
- Evaluate the classroom structure against the student's needs.
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom.
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel or special area of room. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Permit extended time as required to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Divide tests into small sections of similar questions or problems.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.

## 504

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Accommodations, modifications, and strategies are implemented in accordance with students' 504 plans.

Strategies utilized may include any or all of the following:

- preferential seating

- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits.

## **At Risk**

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Strategies may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Class notes available online.
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data

## **Gifted and Talented**

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Foster student interest in science, promote development of critical thinking and problem-solving skills, model



and encourage transparency in thinking, and encourage risk-taking.