

# 5 Honors Chemistry Unit 5: Chemical Quantities and Aqueous Reactions

Content Area: **Science**  
Course(s): **Sample Course**  
Time Period: **Sample Time Period**  
Length: **3 Weeks**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## Honors Chemistry

10,11

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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## **Suggested Activities & Best Practices**

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### **Unit Overview**

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In this unit, students will focus on the following topics as they relate to chemical quantities and aqueous reactions:

- Climate change and the combustion of fossil fuels
- Reaction stoichiometry: How much carbon dioxide?
- Limiting reactant, theoretical yield, and percent yield
- Solution concentration and solution stoichiometry
- Types of aqueous solutions and solubility
- Precipitation reactions
- Representing aqueous reactions: Molecular, ionic, and complete ionic equations
- Acid-base and Gas-Evolution reactions
- Oxidation-reduction reactions

### **NJSLS**

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HS-ETS1-1

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2

Design a solution to a complex real-world problem by breaking it down into smaller, more

	manageable problems that can be solved through engineering.
HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
HS-ETS1-4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
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.
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.
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.
HS-PS2-6	Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

## Exit Skills

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1. Apply mass to mass stoichiometry to solve problems
2. Calculate the percent yield
3. Determine the solution concentration
4. Perform a series of solution dilutions from stock solutions
5. Calculate solution dilutions
6. Calculate volume from using solution stoichiometry
7. Complete calculations involving the stoichiometry of a reaction
8. Determine the limiting and excess reagent along with theoretical and percent yield
9. Apply solution dilutions to laboratory
10. Use solution stoichiometry to find volumes and masses
11. Predict whether a compound is soluble
12. Write precipitate reaction equations
13. Write a complete ionic and net ionic equation
14. Write equations from acid base reactions
15. Write equations for acid base titration
16. Write equation for gas evolution reaction
17. Assign oxidation state
18. Identify red-ox reactions, oxidizing agents, and reducing agents using oxidation states
19. Write equations for combustion reactions

## Enduring Understanding

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- Representations and models can be used to communicate scientific phenomena and solve scientific problems.
- Mathematics, appropriately applied, can be used to explain phenomena.
- Scientific questioning can be used to extend thinking or to guide investigations within the context of

the AP course. planning and implementation of data collection strategies in relation to a particular scientific question, leads to supported conclusions and problem solutions

- Proper data analysis and evaluation of evidence is imperative in scientific studies.
- Scientific explanations and theories must be used as guiding principles for scientific investigations
- Connections of knowledge across various scales, concepts, and representations in and across domains leads to comprehensive responses to problems in science.

## Essential Questions

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1. Why is it necessary to determine the composition of mixtures?
2. Why do chemical engineers ensure that expensive reactants are completely used in a manufacturing process?

## Learning Objectives

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1. The student can design, and/or interpret data from, an experiment that uses titration to determine the concentration of an analyte in a solution.
2. Students can predict properties of substances based on their chemical formulas, and provide explanations of their properties based on particle views.
3. The student is able to explain the relative strengths of acids and bases based on molecular structure, interparticle forces, and solution equilibrium.
4. The student is able to create or interpret representations that link the concept of molarity with particle views of solutions.
5. Students can translate among macroscopic observations of change, chemical equations, and particle views.
6. The student can translate an observed chemical change into a balanced chemical equation and justify the choice of equation type (molecular, ionic, or net ionic) in terms of utility for the given circumstances.
7. The student is able to use stoichiometric calculations to predict the results of performing a reaction in the laboratory and/or to analyze deviations from the expected results.
8. The student is able to relate quantities (measured mass of substances, volumes of solutions, or volumes and pressures of gases) to identify stoichiometric relationships for a reaction, including situations involving limiting reactants and situations in which the reaction has not gone to completion.
9. The student is able to identify compounds as Bronsted-Lowry acids, bases, and/or conjugate acid-base pairs, using proton-transfer reactions to justify the identification.
10. The student is able to identify redox reactions and justify the identification in terms of electron transfer.
11. The student is able to evaluate the classification of a process as a physical change, chemical change, or ambiguous change based on both macroscopic observations and the distinction between rearrangement of covalent interactions and noncovalent interactions.

## **Interdisciplinary Connections**

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12.9.3.ST.5	Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.
12.9.3.ST.4	Understand the nature and scope of the Science, Technology, Engineering & Mathematics Career Cluster and the role of STEM in society and the economy.
12.9.3.ST.1	Apply engineering skills in a project that requires project management, process control and quality assurance.
12.9.3.ST.3	Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.
12.9.3.ST.6	Demonstrate technical skills needed in a chosen STEM field.

## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

- English, reading and language arts
- Mathematics
- Science
- Computer Science
- Economics and Government

## **21st Century/Interdisciplinary Themes**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **21st Century Skills**

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- Communication and Collaboration
- Creativity and Innovation

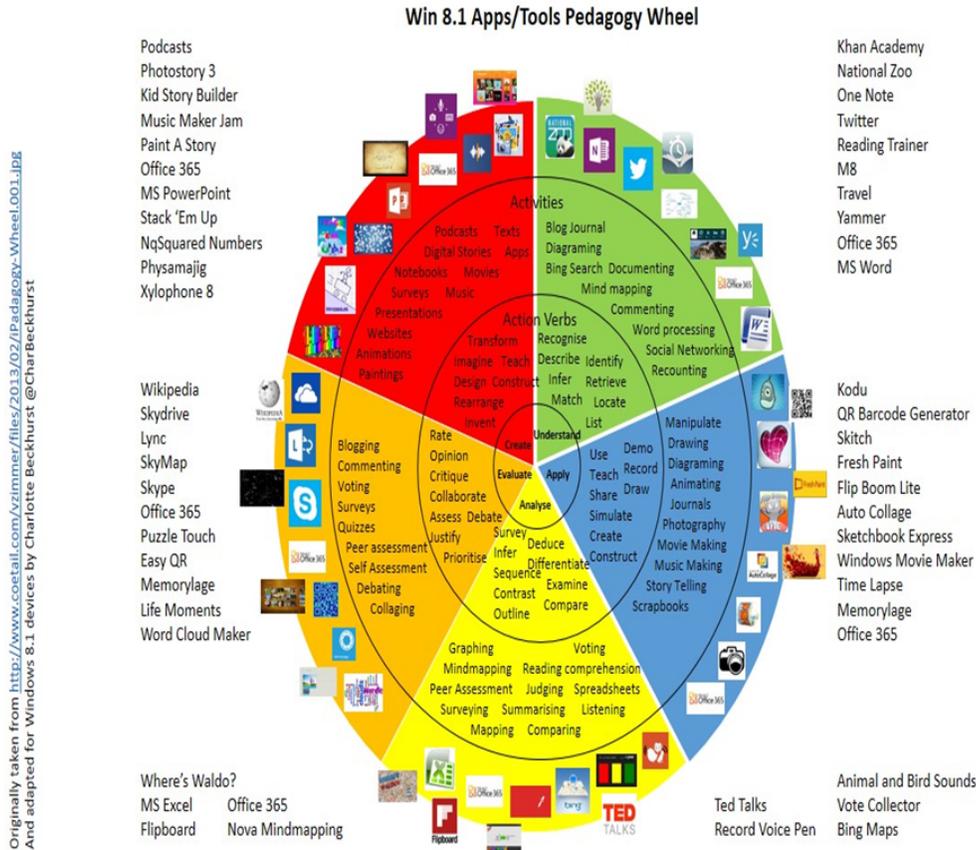
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks- personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and

ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

## Technology Infusion

What technology can be used in this unit to enhance learning?



## Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

## Special Education

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## ELL

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes

- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Evidence of Student Learning-CFU's**

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Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define

- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources**

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Chemistry – Matter and Change; McGraw Hill  
Buthelezi, Dingrando, Hainen, Wistrom, and Zike

## **Ancillary Resources**

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1. Teacher and Publisher supplied powerpoints, notes, laboratory guides, and worksheets
2. Textbooks
3. Resource Manuals
4. Internet Resources
5. Computer and smartboard Activities

## Sample Lesson

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