

AP Chemistry Unit 4

Content Area: **Science**
Course(s): **Chemistry AP**
Time Period: **November**
Length: **15 Days**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

AP Chemistry 11,12

UNIT 4 - CHEMICAL REACTIONS

Belleville Board of Education

56 Ralph Street

Belleville, NJ 07109

Prepared by: **Mr. Pietro Doldi**

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

Unit Overview

Topics include:

Introduction for Reactions

Net Ionic Equations

Representations of Reactions

Physical and Chemical Changes

Stoichiometry

Introduction to Titration

Types of Chemical Reactions

Introduction to Acid-Base Reactions

Oxidation-Reduction (Redox) Reactions

Enduring Understanding

Enduring Understandings:

1. In these lessons students learn what the science of chemistry means and how will we approach learning chemistry through a combination of didactic and practical exercises. A learning schedule and procedures are imperative to create a safe, structured, and enthusiastic learning environment. In this first unit students will receive necessary information from instructor regarding applicable classroom and lab policies of the school.
2. All our surroundings and every object solid, liquid, and gas is matter. Matter can be classified and identified by their properties whether extensive properties or intensive properties. Extensive properties are dependent upon how much matter is present while intensive are dependent on type of material. We can classify matter by their physical properties and can then explore physical changes where matter changes phase although the chemical composition remains the same.

Essential Questions

Essential Questions:

1. How students predict the results of an experiment?
2. How students balance chemical equation for a given chemical phenomena?
3. How students Identify species as BrønstedLowry acids, bases, and/or conjugate acid-base pairs, based on proton-transfer involving those species?
4. How students identify the equivalence point in a titration based on the amounts of the titrant and analyte, assuming the titration reaction goes to completion.

Exit Skills

Skills Checklist:

Formulate a hypothesis or predict the results of an experiment.

Determine a balanced chemical equation for a given chemical phenomena.

Represent chemical substances or phenomena with appropriate diagrams or models (e.g., electron configuration).

Support a claim with evidence from experimental data.

Explain the relationship between variables within an equation when one variable changes.

Represent chemical phenomena using appropriate graphing techniques, including correct scale and units.

Describe the components of and quantitative information from models and representations that illustrate both particulate level and macroscopic-level properties.

Describe the components of and quantitative information from models and representations that illustrate both particulate level and macroscopic-level properties.

Determine a balanced chemical equation for a given chemical phenomena.

New Jersey Student Learning Standards (NJSLS-S)

[NextGen Science Standards](#)

SCI.HS-PS1	Matter and Its Interactions
SCI.HS.PS2.B	Types of Interactions
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.
SCI.HS.PS1.A	Structure and Properties of Matter
SCI.HS-PS1-4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
	Developing and Using Models
SCI.HS.PS1.B	Chemical Reactions
SCI.HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
SCI.HS.PS1.C	Nuclear Processes

SCI.HS.PS4.A	Wave Properties
SCI.HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
SCI.HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.
SCI.HS-ESS3-5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
SCI.HS.ESS2.D	Weather and Climate
SCI.HS.ESS3.D	Global Climate Change
SCI.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.
SCI.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.
SCI.HS.ETS1.B	Developing Possible Solutions

Interdisciplinary Connections

Please list all and any additional **Interdisciplinary Connections/Cross-Curricular** New Jersey Student Learning Standards that link to this unit, and which are not included in the NJSLs section above.

LA.RH.11-12	Reading History
MA.N-RN.A	Extend the properties of exponents to rational exponents.
MA.N-RN.B	Use properties of rational and irrational numbers.
MA.N-Q.A	Reason quantitatively and use units to solve problems.
LA.RST.11-12	Reading Science and Technical Subjects
LA.WHST.11-12	Writing History, Science and Technical Subjects

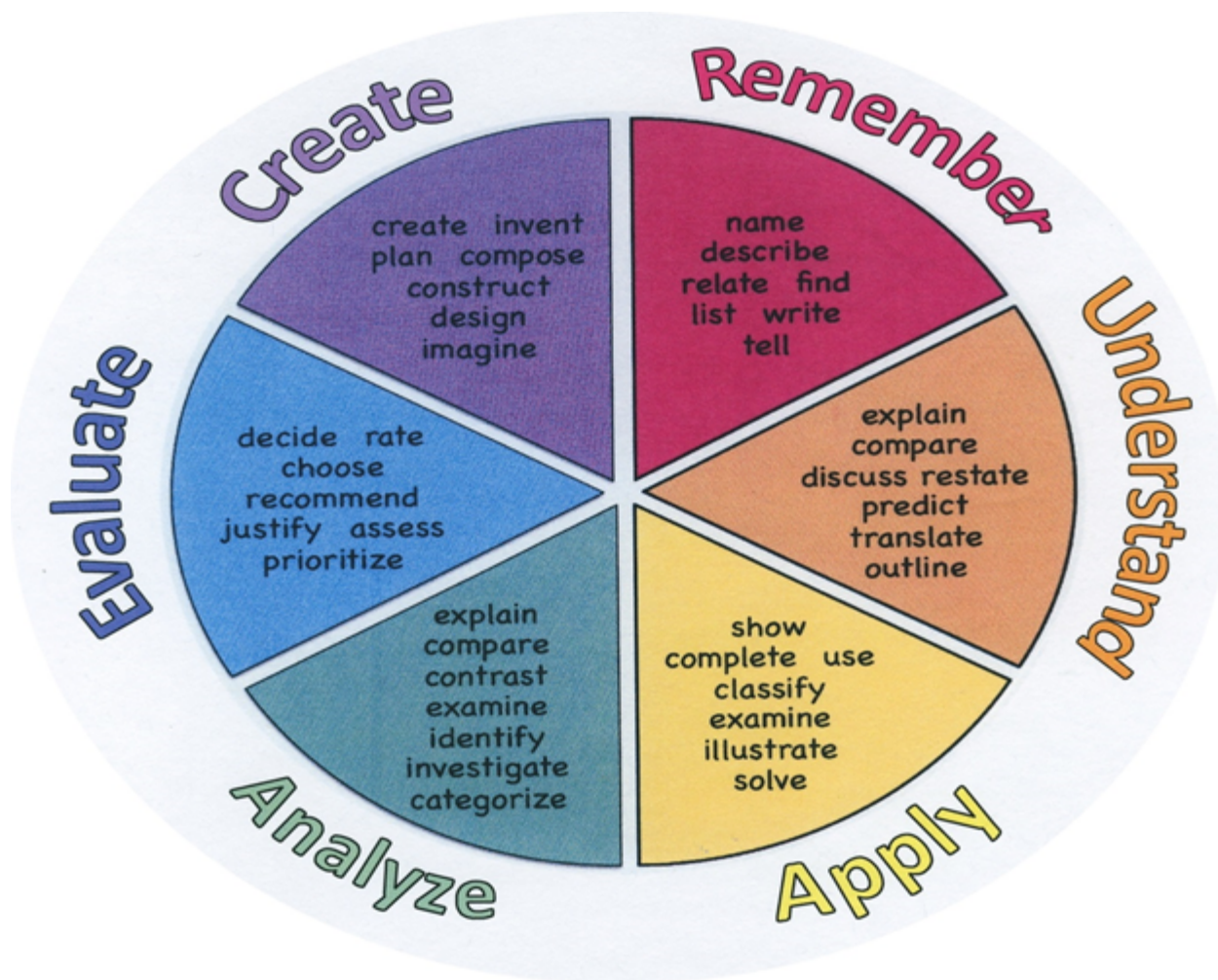
Learning Objectives

1. Identify evidence of chemical and physical changes in matter.
2. Represent changes in matter with a balanced chemical or net ionic equation: a. For physical changes. b. For given information about the identity of the reactants and/or
3. product. c. For ions in a given chemical reaction.
4. Represent a given chemical reaction or physical process with a consistent particulate model.
5. Explain the relationship between macroscopic characteristics and bond interactions for: a. Chemical processes. b. Physical processes.

6. Explain changes in the amounts of reactants and products based on the balanced reaction equation for a chemical process.
7. Identify the equivalence point in a titration based on the amounts of the titrant and analyte, assuming the titration reaction goes to completion.
8. Identify a reaction as acid-base, oxidation-reduction, or precipitation.
9. Identify species as BrønstedLowry acids, bases, and/or conjugate acid-base pairs, based on proton-transfer involving those species.
10. Represent a balanced redox reaction equation using half-reactions.
11. Explain why did climate change in the last two centuries.
12. Identify the effects of climate change.
13. Propose LOCAL (BELLEVILLE, NJ) solutions to climate change.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

-Students work through an online simulation of particulate-level representations of various single-displacement reactions.

-Students view a simulated reaction pertaining to a limiting reagent problem. Each iteration of the simulation provides students with different unknown concentrations of the reactants from which students calculate the amount of product that is dissolved. Then have them check their answers upon completion of the simulation.

-Students to connect four different particulate representations with a strong acid-strong base titration curve between $\text{HCl} + \text{NaOH}$. The representations depict the acid before base has been added, the half equivalence point of the titration, the equivalence point of the titration, and some point beyond the equivalence point (excess base). Have students defend their choices with a partner.

-After a review of different types of chemical reactions (acid-base, redox, precipitation), give students a series of 10 reactions (both the equation and a short demo of the reaction taking place). Have them identify what type of reaction is taking place and justify that claim with evidence. Then have them pair up and evaluate the

strength of each other's claims.

-After viewing a simulation on metal/metal ion reactions, provide students with several 1 molar solutions and a piece of aluminum and ask them to select a solution that would react to coat the Al. Students who select incorrect solutions should go back and revisit the simulation.

- Atmospheric concentration of Carbon Dioxide (ppm) and consequences on climate change.

Assessment Evidence - Checking for Understanding (CFU)

Students must be able to predict the products of a chemical reaction. (Formative)

Students must be able to calculate a the concentration of a strong acid when the pH is given. (Formative)

Students must be able to convert different types of chemical equations. (Formative)

Unit Test/Quiz (Summative)

"Do Now/Exit Ticket" Activity (Formative)

Open book quiz on climate change (alternate assessment)

Measure the pH of different solutions using a pH meter (alternate assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define

- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Chemistry - The Central Science: AP Edition; 12th Edition.

Pearson: Brown, Lemay, Bursten, Murphy, and Woodward 2012

Albert.io

AP Collegeboard

Ancillary Resources

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

Technology Infusion

Use a spectrophotometer to find unknown concentrations of solutions.

Use a spectrophotometer to find the wavelength of maximum absorption of solutions.

Use spectroscopy to read line spectra.

Albert.io

AP Collegeboard

What **Technology Infusion** and/or strategies are integrated into this unit to enhance learning? Please list all hardware, software and strategies. Please find a technology pedagogy wheel for assistance while completing this section.

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Ted Talks
Record Voice Pen



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CS.9-12.8.1.12.NI.3	Explain how the needs of users and the sensitivity of data determine the level of security implemented.
CS.9-12.8.1.12.NI.4	Explain how decisions on methods to protect data are influenced by whether the data is at rest, in transit, or in use.
CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
CS.9-12.8.2.12.ETW.4	Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- 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

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

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

Differentiation

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group assignments (to prepare a unit 1 review of key concepts)
- Extra time to complete assignments (completed at home)
- Pairing oral instruction with visuals (College Board videos of Unit 1 Review)
- Repeat directions (Rephrase the problem on mixtures giving real-life examples)
- Use manipulatives (building atoms)

- Multisensory approaches (youtube videos on Unit 1)
- Preview content & concepts (percent composition of students in AP chem class)
- Student(s) work with an assigned partner (Complete a lab on flame test)
- Visual presentation (flame test lab video)

Hi-Prep Differentiations:

- Alternative formative and summative assessments (debating atomic trends exceptions)
- Leveled rubrics (writing rubric with siblings that took a science class in college)
- Project-based learning (propose a new project for low prep students)
- Problem-based learning (design solution for climate change)

Lo-Prep Differentiations

- Choice of books or activities (choose an article on Newsela on global warming)
- Cubing activities (apply the cubic method to atomic trends)
- Reading buddies (pair Lo-prep and Hi-prep students)
- Varied supplemental materials (Youtube videos on electron configuration)

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

Balance synthesis reactions.

- behavior management plan (Cubing activities (apply the cubic method to the periodic table)
- computer or electronic device utilizes (Varied supplemental materials (Youtube videos on climate change)
- modified assignment format (Reading buddies (pair Lo-prep and Hi-prep students)
- student working with an assigned partner (Students must be able to build atomic models)
- Use open book, study guides, test prototypes (choose an article on Newsela on global warming)

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

Students are provided with a glossary in their native language of climate change.

Spanish-speaking students may utilize the Spanish Edition of a Textbook to solve Unit 1 problems.

Balance synthesis reactions.

- using videos, illustrations, pictures, and drawings to explain or clarify (Students are provided with videos in their native language on climate change.)
- allowing the use of note cards or open-book during testing (Students are provided with glossary in their native language)
- providing study guides (Students are provided with a glossary in their native language on climate change)

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

Balance decomposition reactions.

- teaching key aspects of a topic. Eliminate nonessential information ((electron configuration exceptions are omitted))
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required (electron configuration exceptions are omitted)
- having peers take notes or providing a copy of the teacher's notes (videos from College Board provided)
- tutoring by peers (climate change discussed by peers)
- using videos, illustrations, pictures, and drawings to explain or clarify (Students provided access to virtual labs)

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

Balance redox reactions.

- Advanced problem-solving (Students must be able to analyze Schrodinger Equation)
- Allow students to work at a faster pace (Princeton Review problems are solved)
- Cluster grouping (to propose original solutions of climate change)
- Complete activities aligned with above grade level text using Benchmark results (Students must be able to analyze Schrodinger Equation)

- Higher order, critical & creative thinking skills, and discovery (exceptions of electron configuration are underlined and discussed)
- Using atomic models to identify the shape, the bond angle and the hybridization of molecules.

Sample Lesson

Unit Name: Chemical Reactions

NJSLS: SCI.HS-PS1 &2 &3 & 4; SCI.HS.ESS3.D

Interdisciplinary Connection: Vocabulary and algebra contents

Statement of Objective: Students will demonstrate the ability to propose how to predict the product of ten chemical reactions with 90% accuracy.

Anticipatory Set/Do Now: What do you know about states of matter?

Learning Activity: Lecture - types of chemical reactions.

Small groups activities: predict the product of ten chemical reactions.

Final review: physical change and chemical change

Student Assessment/CFU's: Survey, written report, Exit ticket

Materials: Chromebook.

21st Century Themes and Skills: Critical thinking and Problem Solving

Differentiation/Modifications:

Students must be able to predict the product of twelve chemical reactions . (Gifted and Talented)

Students must be able to predict the product of six chemical reactions . (Special Ed)

Integration of Technology: Chromebook PowerPoint Presentation