

AP Chemistry Unit 10

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Course(s): **Chemistry AP**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

AP Chemistry 11,12

UNIT 10 - ORGANIC CHEMISTRY

Belleville Board of Education

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Board Approved:

Unit Overview

Topics include:

1. Allotropes
2. Hydrocarbons
3. Petroleum
4. Functional Groups
5. Organic reactions
6. Monomers & Polymers
7. Air composition and its effects on climate change

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 are fragrances manufactured?
2. How are pharmaceuticals purified?
3. How are fossil fuels converted to consumer products?

Exit Skills

Skills Checklist:

- 1: Analyze a problem, developing hypothesis, and design a scientific experiment to test those hypothesis
- 2: Use statistical analysis of data collected to make an argument based on purely scientific evidence
- 3: Develop a vernacular of scientific terms and current environmental problems
- 4: Data mine from scientific journals and articles evaluating their scientific methodology for validity

New Jersey Student Learning Standards (NJSL-S)

[NextGen Science Standards](#)

SCI.HS-PS1	Matter and Its Interactions
SCI.HS.PS2.B	Types of Interactions
SCI.HS.PS1.A	Structure and Properties of Matter
	Developing and Using Models
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.PS4.B	Electromagnetic Radiation
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

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

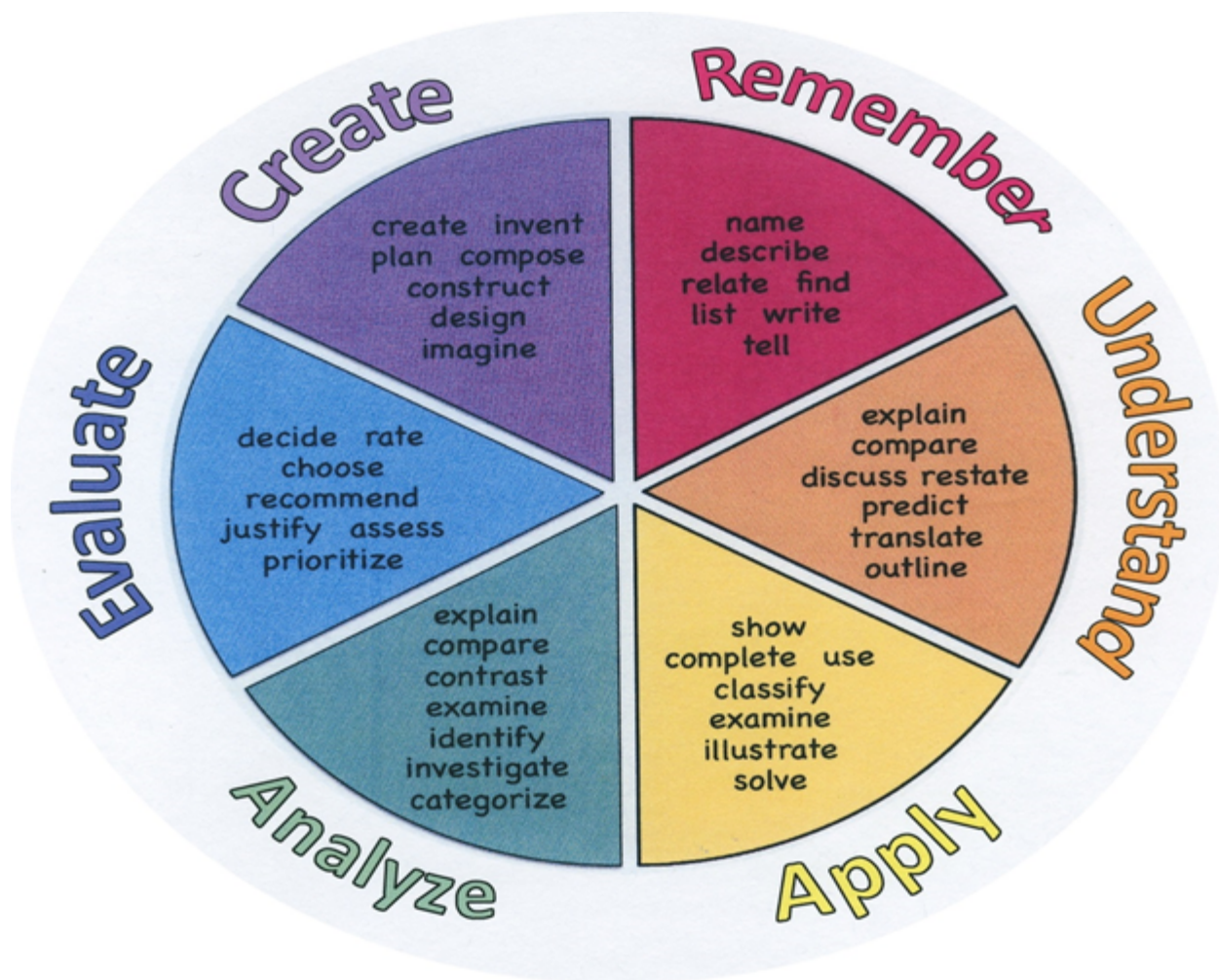
Learning Objectives

1.

1. Relate structure and properties of carbon allotropes.
2. Sources of hydrocarbons, and the most important applications.
3. Name linear and branched hydrocarbons.
4. Write the formula of linear and branched hydrocarbons given its name.
5. Name linear and branched functional groups.
6. Write the formula of linear and branched functional groups given its name.
7. Describe, distinguish, and apply the different organic reactions.
8. Explain the relationship between monomers and polymers.
9. Relate the structures of specific polymers to their properties and uses.

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

- What situations in ordinary life could help to master this unit?
- Analyze the steps of a synthesis reaction.
- Debate the differences between natural and synthetic polymers.
- Build tridimensional models of organic molecules.
- Atmospheric concentration of Carbon Dioxide (ppm) and consequences on climate change.

Discuss how Asian Pacific Scientists made a difference in our society.

Assessment Evidence - Checking for Understanding (CFU)

Student must be able to identify the functional groups of organic molecules. (Formative)

Students must be able to identify key steps of an organic synthesis. (Formative)

Students must be able to prepare polymers. (Formative)

Unit Test/Quiz (Summative)

Benchmark #4 (Benchmark)

"Do Now/Exit Ticket" Activity (Formative)

- 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 spectrophotometer to find unknown concentration of solutions.

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

Use pH meter to find ending point of a synthesis.

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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.

Alignment to 21st Century Skills & Technology

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

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.CS.4	Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
CS.9-12.8.2.12.ED.3	Evaluate several models of the same type of product and make recommendations for a new design based on a cost benefit analysis.
CS.9-12.8.2.12.ED.4	Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.
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

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.

Build pentane structure.

- 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 10 problems.

Build pentyne structure.

- 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.

Build pentene structure.

- 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.

Build aspirin structure.

- 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: Organic Chemistry

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 synthesize and test the purity of aspirin with 90% accuracy.

Anticipatory Set/Do Now: What do you know about functional groups?

Learning Activity: Lecture - type of reactions in organic chemistry, and how Asian Pacific Scientists made a difference in our society.

Small groups activities: how to synthesize and test the purity of aspirin

Final review: analytical techniques.

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

Materials: Chromebook, lab equipments.

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

Differentiation/Modifications:

Students must be able to predict the melting point of aspirin. (Gifted and Talented)

Students must be able to build the molecular model. of aspirin (Special Ed)

Integration of Technology: Chromebook PowerPoint Presentation

