

Krug Chemistry – Deep Run Daily Planning Guide

Date of Lesson: Q2 Day 19 – Unit 6 Test

Topic /Big Questions: (Question Stems & Question Creation Chart)	
<ul style="list-style-type: none"> • What type of forces hold molecules together as solids, liquids, or gases? • How do these forces influence the type of chemical bond? • How does polarity affect intermolecular forces? • How do chemical bonds determine the shape of molecules? • How do bonding electrons and lone pair electrons influence the shape of the bond? • How does the shape of the molecule reflect the its polarity and IMFs? • 	
<u>State SOL</u> CH3 CH 6	Unpacking the Standards (Video explanation shown at 3:18) CH.3 The student will investigate and understand that atoms are conserved in chemical reactions. Knowledge of chemical properties of the elements can be used to describe and predict chemical interactions. Key ideas include d) atoms bond based on electron interactions; and e) molecular geometry is predictive of physical and chemical properties; CH.6 The student will investigate and understand that the phases of matter are explained by the Kinetic Molecular Theory. Key ideas include a) pressure and temperature define the phase of a substance; b) properties of ideal gases are described by gas laws; and c) intermolecular forces affect physical properties
Visible Learning (For the three items with asterisks*, think from a student perspective. Use simple language)	
*What am I learning today? Covalent Nomenclature, Organic Nomenclature, IMFs, Polarity, Lewis Dot Structures, VSEPR, Molecular Geometry, and Organic Chemistry & Functional Groups	
*Why is it important? Compounds and molecules are held together by intermolecular forces. The type of force depends on the level of polarity. The movement of atoms and the relationship of energy and the phases is outlined in the Kinetic Molecular Theory. Lewis dot diagrams are used to represent valence electrons in an element. Lewis structures can be used to determine the shape of molecules using the VSEPR model (bent, linear, trigonal planar, tetrahedral, and trigonal pyramidal).	
*How will I know I've learned it? Students will score 80% or higher on the Unit Test.	
<u>Differentiation strategies:</u> Unit 6 Test Review – online in Schoology Morning Test Review – open to all students Short Review – beginning of each class	
Accommodations and/or modifications are being met for students with IEP's/504's. Unit Test available on Schoology or paper; small group testing; extended time	

Daily Plan/Sequence of Instruction:

Teacher will answer last minute questions from the Unit 6 Test Review, which is due by the beginning of class.
Teacher will offer a morning session test review for 45 minutes before school. (Open to all students – CP and Honors).
Teacher will do a short review session at the beginning of each class (15 minutes). Students will use the rest of class time to complete the test.

Assessments (List all [formative](#)/[summative](#) assessments used to check for understanding during this lesson. Summative assessments may occur during a different class period.):

Unit 6 Test Review – (summative) due at the beginning of class

Unit 6 Test – (summative) due by the end of class

After assessing today's lesson are you and your students comfortable moving forward with your next objective?

Yes - students have scored 80% or higher on the Unit 6 Test

No, remediation required to proceed – students, who fail the unit test, may visit during One Lunch to do test corrections in order to earn a 65% passing score.

Teacher reflection: Small group testing must be requested at least two days in advance.