

**Ms. Anu Sharma** *MS MEd MBA*

**Email :** sharmaanu@fhda.edu

**Office Hours :** 5:00 pm – 6:00 pm Monday / Wednesday MLC105

**Phone :** 510-859-8509

CRN 21580	CHEM-001A-61	General Chemistry
Lecture	06:00 PM-07:15 PM Monday Wednesday	Room MLC105
Laboratory	07:30 PM-10:20 PM Monday Wednesday	Room SC2202

CRN 21581	CHEM-001A-62	General Chemistry
Lecture	06:00 PM-07:15 PM Monday Wednesday	Room MLC105
Laboratory	07:30 PM-10:20 PM Tuesday Thursday	Room SC2202

**OFFICE HOURS:** Reserved to help students to understand PRE ATTEMPTED concepts

**MISSED LECTURES:** Will not be repeated in class or during office hours

**FINAL EXAM:** Monday Dec 12<sup>th</sup>, 2016 at 6:15 PM in Room MLC 105

### **COURSE DESCRIPTION**

Chem 1A is the first of a three-quarter general chemistry course. This class introduces the structure and reactivity of matter at the molecular level. We will cover: measurement, atomic structure, the periodic table, solutions, thermochemistry, quantum theory, molecular structures, molecular bonding, and orbital theory.

**Prerequisite:** Prerequisite: CHEM 25 or CHEM 30A or satisfactory score on Chemistry Placement Test; MATH 114 or equivalent.

### **MATHEMATICS REQUIREMENTS - Prerequisite Skills:**

Before entering the course the student should be able to:

1. apply order of operations to simplify algebraic expressions;
2. solve linear equations in one variable;
3. graph linear equations in two variables by various methods;
4. add, subtract, multiply, divide and simplify rational expressions;
5. apply algebraic methods to solve word problems;
6. solve formulas for any given variable;
7. find the slope of a line from the graph;

**ADVISORY :** Trigonometry, Statistics, Geometry, Basic Arithmetic courses are NOT substitutes for Math requisition. Students without adequate prerequisite math courses struggle much, however a passing grade of “C” with the help of extra credit assignments, tutoring and hard work is achievable in this course. Please be advised that a grade of “A” or a “B” is not practical if a student has “Fs and Ds” on Midterm Tests and Quizzes.

### **Student Learning Outcome Statements (SLO)**

Identify and explain trends in the periodic table.

Construct balanced reaction equations and illustrate principles of stoichiometry.

Apply the first law of thermodynamics to chemical reactions.

**BOOKS AND SUPPLIES (REQUIRED)**

CHEMISTRY Openstax online book - <https://openstax.org/details/chemistry>

Chem 1 A Laboratory Manual - <http://www.deanza.edu/chemistry/pdf/1A/Experiments/>

Laboratory Notebook (carbon copies)

Laboratory safety goggles, covered shoes, scientific calculator, gloves (optional)

**GRADING**

Graded Items	%	Grade	Range*
8 Homework @ 20 points each	8	<b>A</b>	90-100 %
11 Labs @ 5 (prelab) + 25 points each	25	<b>B</b>	80-89 %
8 Quiz @ 20 points each	12	<b>C</b>	70-79 %
3 Mid Term Tests @ 50 point each	30	<b>D</b>	60-69 %
1 Final Examination @ 100 points	20	<b>F</b>	< 60 %
Participation/Presentation/Attendance	5		
<b>TOTAL</b>			<b>100%</b>

- Homework 8 %**  
 Homework includes **READING** each chapter twice a week and writing the **PRELAB** report that is due before each Lab session. You will be required to do a minimum of 30 questions from the back of each chapter. Choose a few from each section at the back of each chapter and write out the answers on a separate sheet of paper, showing all working. Questions in each section are of varying difficulty, this way you have the choice to skip the ones you find easy.
- Labs 25 %**  
 11 Experiments : Lab Reports are **DUE** on the day indicated in the schedule. No points will be awarded for missed labs. Missing 2 Labs is a **FAILING** grade. Each lab report is 25 points. Read the Lab Exercises prior to each session. PreLab (5 points) primarily includes the "Procedures of experiments". See handouts for more details. All safety rules need to be followed in lab sessions. Practicing **CLEANLINESS DURING** and **AFTER** each lab session is critical part of the grade. Repeat violations of safety rules and cleanliness will result in a **FAILING** grade. There will be deduction of 10 points for the student / students whose lab space is found to be messy after they leave. Similarly, if common areas are found messy, 10 points will be deducted from that assignment for the whole class. Please work cooperatively in teams. There will be 2 Lab Exams and No Make Ups are allowed.
- Quizzes 12%**  
 8 Quizzes : Bring **scantron** for each quiz (20 points). Quizzes are to be taken in the lab, but some pop quizzes may be given in the lecture as well if needed. Students are advised to do their reading daily, so they can do well on the quiz.
- MID TERM Tests 30 %**  
 3 Midterms: Tests will cover the material from homework, lecture, and lab. Please bring the **scantron**. Each test is 50 points. No makeup tests. You may take the missed test at home for a grade of "D". So please plan ahead.

- **Final Exam**                    **20 %**  
1 Final Exam: Cumulative. Please bring **scantron** for the final exam. Final exam is 100 points. There is no make-up final. So please plan in advance.
- **Extra Credits**                    **TBA**  
The grades on Final Exam, Midterm tests and Quizzes are a reflection of Mastery Learning. Extra Credits assignments provide a chance to learn concepts differently, but they will only help move up 1 letter grade in the following order – F → D → C → B → A. Those who receive “F” are required to consult with me. Please be advised that those who receive F on the tests, can move up to a grade of C through extra credits, but a grade of B and A is unrealistic in such cases.
- **Course Participation**            **5%**

**Attendance:** It counts towards classroom participation. More than 3 absences will affect your grades. Please be advised that Absences from lectures & lab is loss in conceptual understanding as well and it is your responsibility to catch up on your own. **YOU WILL GET SOME CREDIT FOR TAKING THE TEST IN CLASS EVEN IF YOU FAIL.** In case of emergency, you may take the test at home (only once) for a grade of “D” but you get “0” for missing the quizzes and tests. You will be marked ABSENT for TRUANCY. Anyone getting >4 absences will be either dropped or will get a 1 letter grade reduction in their overall final course grade. Similarly, missing 2 labs accounts for a FAILING Grade. Look at the schedule and consult with me as needed.

**Class Activities:** Simple, casual 3-5 minutes of activities that help students be more engaged and learn from each other will be assigned from time to time. Depending upon the topic, you may be called to go solo or in pairs or in groups. You have the option to bring a prop or share a video or animation or use the white board to explain a concept. The whole idea is to include variety of learning styles during lectures and keep learning interesting.

**Questions / Discussions / Online CHATS :** Those who READ ACTIVELY and THINK through, contribute to classroom discussions intelligently. Questions that emerge based upon the reading and thinking process contribute to healthy discussions and bring value to the overall learning environment in the class. Questions that emerge based solely on the attention getting needs of individuals or impulsivity often result in distraction and effect the learning experience of everyone. Similarly, “off topic” questions put forth when the lecture is in session will be seen as an interruption. Although I do take a few questions during the lectures, please be advised that due to time constraints, feasibility of having all questions answered will be restricted. However, I highly encourage each student to feel FREE to post any question on the discussion forum. Each student in the class is similarly encouraged to respond to questions on the forum. Those questions posted on the forum that are perceived to offer a learning value for others as a whole, will be included in the lesson plan. You may present your questions before the start of the lecture as well. Please come in my office hours for more help as needed.

**Reading** : If reading itself is a challenge, I encourage you to follow **SQ3R** technique, form **study groups**, take the support from the **disability office**, watch **online videos**, check out **e-books**, **audio books**, seek **tutoring**, see other resources at the learning center and in the library.

**(Tentative) Presentations:** In the last week of the semester, students are required to form groups of 3-4 and make a presentation on the concepts covered in the course. Points will be awarded and will count towards your participation grade. This is a VIVA VOCE – Oral Exam ! See presentation guidelines for details. Alternatively, we may have student presentations during the lectures and lab throughout the course. Please stay tuned for announcements.

### **TYPICAL LECTURE LESSON PLAN : (Tentative)**

- Submit assignments (in the lab)
- Question of the day on the board (if needed)
- Group Discussion – Reading Recap
- Brain Storm – What was read? Bullet points
- Student Presentation – Icebreaker (if needed)
- Lecture – Interactive (student participation expected)
- Group exercises (as needed)
- White Board Activities
- Wrap up (important announcements)

### **Audio Visual Presentation:**

Audio-visual materials may include any of the following :

- a. Molecular models
- b. Periodic tables
- c. Video films
- d. Transparencies / book
- e. Computer simulations
- f. PowerPoint presentations
- g. Any other e-Device

### **Reading skills – Different Methods of READING - Reading Strategies: -**

<http://educatoral.com/SQR3.html>

1. Styles of reading – Scan, Skim, Detailed reading for information
2. Active reading - Highlighting, Note taking, Questions, Summarize
3. Speeding up active reading - SQ3R technique  
Survey, Question, Read, Recall, Review
4. Navigation aids – Recognize the sequences in paragraphs
5. Building vocabulary – Words associated with concepts as “key terms”

### **Some resources & Strategies for learning:**

**Mind Maps:** See ideas in blackboard to construct schema to learn concepts

**Online:** Google searches, You Tube, Yahoo Answers, MOOCs, Open course ware

**My Portal:** Hand outs, Course page, course updates, communication, discussion board

**Group:** Peer support, Cooperative learning, labs, projects, learning centers

**Flash cards:** Notes, Quizlet (online)

**Questions :** Higher Order Thinking based on bloom’s taxonomy – See handout

**STUDENT CODE OF CONDUCT – Please refer to Student Handbook for more :-**

A conduct that fosters learning is expected from students. Unacceptable behaviors are -

**Plagiarism** = Copying others' work for grade and without acknowledging the author

**Fabrication** = Falsification of data

**Deception** = False excuses or false claim to submission of work

**Cheating** = Obtaining assistance on tests

**Sabotage** = Willfully disruption of class exercises/experiments/lectures

**Harassment** = Sexual and/or Intimidation (towards other students and/or professor)

**Obstruction** = Of teaching activities/administrative work/learning environment/ lectures

**Defiance** = Disobedience and/or Insulting behavior (towards other students & professor)

**Possession** = Firearms and/or drugs

**Vandalizing** = College property and/or of others

**Stealing** = Property belonging to college (including work sheets/tests/grade book)

**Discrimination** = Race, gender, religion, age, national origin, disability and statuses protected by law

**Copying** is cheating hence an act of **Academic Dishonesty** which will earn you a "0" and a referral.

**CLASS ROOM DISCIPLINE**

Please follow the **GOLDEN RULE** of politeness, courtesy, good manners, respect and honesty. Saying our "**Thank You**", "**Sorry**", "**Excuse Me**", "**Pardon me**", "**I apologize**", "**I appreciate**" – prevents heartaches. My request is, please help in maintaining class decorum, follow these **CLASS RULES** :

**PLEASE DO –**

- 1) Control your anger & stay calm
- 2) Raise your hand before speaking
- 3) Let others get a chance to take part

**PLEASE DON'T -**

- 1) Distract other students with negative talk or gossip
- 2) Interrupt the instructions with questions or comments
- 3) Argue or talk back rudely with instructor and other students

Recognize these "**Class Killing Behaviors**" –

<b>Bullying</b>	<b>Gossiping</b>	<b>Dramatizing</b>	<b>Complaining</b>	<b>Fault finding</b>	<b>Arguments</b>
<b>Class clowning</b>	<b>Egocentricities</b>	<b>Lack of purpose</b>	<b>Attention seeking</b>		
<b>Negative attitudes</b>	<b>Frustrated feelings</b>	<b>Prejudiced thinking</b>	<b>Spreading negativity</b>		
<b>Entitlement</b>	<b>Ego Intellectualism</b>	<b>Dominance of a single student</b>			

In cases when instructions & learning are effected, Following preventive actions will be taken -

**Preventive actions :**

1<sup>st</sup> event : Personal Discussion

2<sup>nd</sup> event : Warning - Drop in a letter grade (as the case may be)

3<sup>rd</sup> event : Referral to higher authorities – Drop the class (as the case may be)

**CALL SECURITY** for immediate action (as the case may be)

**REMEMBER** : As in all human relationships, **Respect Fosters Respect**. Respect the rights of the instructor to teach and of students to learn. Speak with me in person in case you are experiencing difficulties. We are preparing you for STEM careers. Let us seek ways for solving problems in professional manner, as is expected in real world work places.

**LABORATORY POLICIES****SAFETY RULES : (And these are only a few generic ones !)**

- 1. Behavior: DO NOT SCREAM** in event of accident. **STAY CALM.** Call me.
- 2. Discipline:** Be on time. No horse playing, running, loud talking.
- 3. Safety Goggles:** Must be worn at all times in the lab. Use only prescribed ones.
- 4. Shoes:** Must NOT be open toed, high heeled, sandals, flip-flops or dress shoes.
- 5. Food:** Must be inside your bags. No eating, chewing, or drinking is allowed.
- 6. Dress code:** No mini skirts, shorts, tank tops, sleeveless and midriff bearing tops. Neither very long flowing fabrics, delicate loose garments, skin tight attire, formal or fancy dress. Long hair should be pinned and tied in buns or braids. Remove heavy jewelry. Hats should be removed. Make up shouldn't be applied inside the lab. Ideal dress is jeans, T-shirt or buttoned up long sleeve shirt and boots or sneakers.
- 7. Waste Disposal:** Broken glasses, chemicals – used or unused go in labeled bins. Do your part. Clean up after each use of space – hoods, bench, common areas, sinks and waste sites. Notify me in case of spillage or breakage.
- 8. Chemicals & Apparatus:** Handle with care. Do not mix, touch or fiddle with unassigned lab materials. Turn off water and gas knobs. Keep hood sashes low. Please place back the common lab apparatus and chemicals after each use. Read labels. Keep all areas clean. Wash your lab apparatus in your lab kit after finishing the experiment.

**PLEASE NOTE: There will be - 10 points for any INFRACTION in the safety & cleanliness.**

**General Laboratory Guidelines:**

Laboratory is a community environment. You will be working either singly in the lab or in pairs. Please, share all glassware, chemicals and apparatus. Do NOT remove items from common areas. Place all common use supplies back to the original spot immediately after each use.

CLEANLINESS is a very important requirement while working in the lab environment. Keep your bags, water bottles, food, books away from the working area. All accidental spills and breakages need to be addressed appropriately. Notify the instructor immediately. Do your part at the sink. Before leaving for the day, PLEASE WASH the apparatus and place all items appropriately for drying on the racks. Wipe the work bench with a paper towel when done before leaving. In a community environment, groups often watch for those who don't do their part in maintaining cleanliness, those who leave mess in the sink, fume hoods, common areas, those who don't play fair. **Please be advised that 10 points will be deducted for not cleaning the lab apparatus after use.** Instructor will be inspecting on regular basis.

The PRELAB write up is DUE the SAME lab period before the start of the experiment, unless otherwise announced. Please familiarize yourself with the scheduled experiment before coming to the lab. Be prepared for laboratory discussions. All data, observations, and notes must be recorded directly onto the laboratory notebook in pencil. If you make an error, erase neatly and write legibly. Do not copy the results of other groups. Write your true results, even if you made a mistake. Freely discuss your data with other groups. In case of errors, write the analysis of the errors – accidental spillage, breakage of apparatus, etc. It's OK to make mistakes in lab. What you learn from your mistakes is critical. Record all raw data as is. Everyone needs to participate equally in the lab activity. Two students per experiment only when indicated. In case you are facing difficulty, please don't hesitate to talk to me.

**Guidelines for Writing Lab Reports:**

Please see separate handout for instructions on Writing a PreLabs & Lab Report.

## HOW DOES ONE LEARN CHEMISTRY?

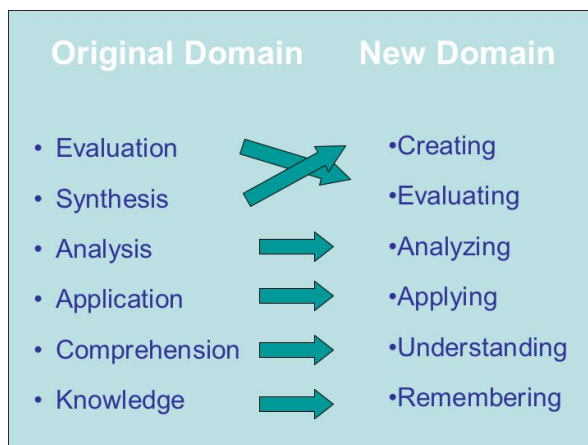
**ONCE AGAIN, READING IS CRITICAL TO UNDERSTAND CHEMISTRY.** Active reading is **pre-studying** a concept that builds your base for classroom participation and understanding lectures. Unlike other disciplines, **Chemistry is NOT a linear subject.** In order to understand one concept, one has to build a schema by linking other relevant concepts in various orders. Understanding Chemistry involves Remembering, Reviewing, Recalling, Researching, Reflecting, Relating, Reasoning, Realigning, Rebuilding and Redundancy. It's like trying to make sense in a game of puzzle, hence generally a "jumpy feeling" as one goes back and forth linking many different concepts ultimately making sense. Experiencing a state of confusion, called **Dissonance**, is normal and is in fact a good sign as it shows that your mind is activated enough to build upon the next level in the schema. With **Pre-Reading**, you will get further clarification during the lectures, classroom activities and in the laboratory exercises. Read for homework, read again for quizzes and preparation for tests. Do word problems as you read. This will strengthen the understanding that becomes concrete with each layer of activity. Learning is a **PERSONALIZED PROCESS**, which comes in stages, however **Pre-reading, Practice, Participation, Patience** and **Persistence** in efforts are critical to gain mastery of content. It's a **LIFE LONG PROCESS !!!**

## MY TEACHING PHILOSOPHY:

I follow Jean Piaget's "**Constructivist Approach**" where a student learns by being an **active participant** in his/her learning. The instructor generates **inquiry** in the minds of the students by asking questions and the students obtain response through thinking, reading, guessing, discussing, experimenting, observing and researching. The students are encouraged to explore and look for patterns and derive conclusions. I understand that students have different **learning styles** and not everyone learns at the same pace, therefore I believe in giving opportunities for continuous learning, hence the curriculum remains **open ended**. I see my role as a facilitator in your learning. Please see **Howard Gardner's theory of Multiple Intelligences** (see chart on MI theory) and let me know your most preferred intellectual domain so I may understand you better and individualize your learning experience as needed. Constructivists also believe in the power of "**Cooperative Learning**" – that students learn from each other in **teams** and that they learn even more, when students **teach each other** – so, I do encourage sharing ideas, explaining concepts, presenting materials as and when needed. This form of teaching leads to **experiential learning** – where students learn through experiences. Therefore, **classroom participation** is very important and I expect each student to **add value** to the system in the best of their capacities. The focus during the course will be on building **higher order thinking skills** (see chart on **Bloom's Taxonomy**) with special emphasis on analysis and synthesis of knowledge and understanding. Constructivists believe in the power of building upon the innate knowledge present in individuals, therefore **pre studying** is critical to building a strong foundation for understanding. Pre studying will not only allow you to actively participate in the lectures, but also will give you the base to ask **intelligent** and **thoughtful questions** that bring value to the class as a whole. Students entering the class with an **open mind** benefit the most from this approach. More on Constructivist Theory of Learning can be read in the following link - [http://en.wikipedia.org/wiki/Constructivism\\_\(learning\\_theory\)](http://en.wikipedia.org/wiki/Constructivism_(learning_theory))

## BLOOM'S TAXONOMY

We will be working on developing higher order thinking skills in this course



## The Seven Types of Intelligence



Psychologist Howard Gardner has identified the following distinct types of intelligence in his Multiple Intelligences Theory ("MI Theory") in the book "Frames of Mind". They are listed as -

1. **Linguistic** - They enjoy writing, reading, telling stories or doing crossword puzzles.
2. **Logical-Mathematical** – They possess logical intelligence and are interested in patterns, categories and relationships. They are drawn to arithmetic problems and strategy games.
3. **Bodily-Kinesthetic** – They process knowledge through bodily sensations. They are often athletic, dancers or good at crafts such as sewing or woodworking.
4. **Spatial** - They think in images and pictures. They may be fascinated with mazes or jigsaw puzzles, or spend free time drawing, building with Legos or daydreaming.
5. **Musical** - They are always singing or drumming to themselves. They are usually quite aware of sounds others may miss. They are often discriminating listeners.
6. **Interpersonal** – They are leaders among their peers, who are good at communicating and who seem to understand others' feelings and motives and they possess interpersonal and emotional intelligence.
7. **Intrapersonal** – They may be shy. They are very aware of their own feelings and are self-motivated. They are thinkers in the pack.

MI Theory teaches learners and educators to look for signs of innate precociousness that helps in understanding.

Please indicate your **MOST PREFERRED** intellectual domain in the Student Survey (Separate handout).



**Some Important links**

DSPS: <http://www.deanza.edu/dsps/>

Learning Resource: <http://www.deanza.edu/learningresources/>

De Anza Chemistry Department: <http://www.deanza.edu/chemistry/>

Chemistry Lab manual: <http://www.deanza.edu/chemistry/pdf/1A/Experiments/>

Chemistry Book: <https://openstax.org/details/chemistry>

**INTEGRITY OF TESTS & TESTING IN ALTERNATE SETTING :**

In order to maintain the integrity of the tests, students who prefer to take the tests in alternate settings such as DSPS center are required to take the test on the **SAME DAY** when the rest of the class takes the test. In the eventuality, a student misses the same day time period, a valid and verified proof needs to be furnished in order to allow rescheduling. Alternate time slot should be NO LATER than 9:00 am the next day. And this provision will be allowed only once during the semester. Please be advised that such arrangements have to be done with prior agreement and knowledge of the professor and duly signed by me for approval. Students using DSPS center are required to discuss their testing accommodation with me regularly.

**CHEM 1A COURSE PAGE : General Chemistry Course Page on My Portal –**

The **MAIN HUB** for this course. I have posted variety of extra resources and important links on Chem 1 A Course Page at this site. Please visit this site for any assignments, supplemental notes for every chapter, links to many FREE online resources and other course updates and information as needed.

**SPECIAL NEEDS ACCOMMODATIONS:** Disability Support Program and Services Division (DSPS) office at De Anza College operates under mandates set forth in Section 504 and Section 508 of the Rehabilitation Act of 1973; the Americans With Disabilities Act of 1990; and Title V of the California Code of Regulations. Please Schedule an appointment with a **DSPS Counselor** as follows and let me know what accommodations are needed -

**Building: Advance Technology Center (ATC), Suite 209**

**Contact: Marilyn Booye Phone: 408.864.8407**

I am looking forward to a very interesting and enriching semester.

Thanks for taking the class with me.

Anu

**Ms. Anu Sharma**

*MS, MEd, MBA*

*Adjunct Professor – Chemistry (Chem 30A, Chem 30B, Chem 1A, Chem 210)*

*De Anza, Chabot, Las Positas, Skyline and Berkeley City College !!! (>21 semesters teaching)*

*Global Sales & Marketing Professional (Pharmaceutical & Biotechnology industries)*

*Cheminformatics – Drug Discovery (>16 years of R&D & business development experience)*

*For more please visit my profile - [www.linkedin.com/in/anusharma11](http://www.linkedin.com/in/anusharma11)*

**Communication :** **Personal Email:** [anusharma.chemclass@gmail.com](mailto:anusharma.chemclass@gmail.com)

**Official Email:** [sharmaanu@gmail.com](mailto:sharmaanu@gmail.com)

**TENTATIVE SCHEDULE:**

Week	DATE	MW - LECTURE	WEEKLY ASSIGNMENTS	MTWTH-LABORATORIES	DATE
Wk 1.1	Sept 26 Mon	Introduction	Turn in Safety Agreement	Safety Orientation Safety Orientation	Sept 26 Mon Sept 27 Tues
Wk 1.2	Sept 28 Wed	Ch 2 Atoms, Molecules & Ions 2.1 - 2.3	Do HW Ch 1 & 2	Measurement - Ch 1 Essential Ideas - 1.1 - 1.6 Measurement - Ch 1 Essential Ideas - 1.1 - 1.6	Sept 28 Wed Sept 29 Thurs
Wk 2.3	Oct 3 Mon	Ch 3 Composition of Substances 3.1 - 3.2	Turn in Measurement Lab Report Turn in Nomenclature Lab Turn in HW Ch 1 & 2	Nomenclature - Ch 2 Formulas & Names - 2.4 - 2.6 - Quiz Ch 1 Nomenclature - Ch 2 Formulas & Names - 2.4 - 2.6 - Quiz Ch 1	Oct 3 Mon Oct 4 Tues
Wk 2.4	Oct 5 Wed	Ch 3 Composition of Solutions 3.3 - 3.4	Do Pre Lab Hydrate Do HW Ch 3 Do Test 1 Extra Credit	Hydrate (1) - Quiz Ch 2 & 3 Hydrate (1) - Quiz Ch 2 & 3	Oct 5 Wed Oct 6 Thurs
Wk 3.5	Oct 10 Mon	<b>TEST 1 Ch 1,2 &amp; 3</b>	Turn in Hydrate Lab Report Turn in HW Ch 3 Turn in Test 1 EXTRA CREDIT  ALL Assignments Due LATE after this date - 50% less	Hydrate (2) Hydrate (2)	Oct 10 Mon Oct 11 Tues
Wk 3.6	Oct 12 Wed	Ch 4 Stoichiometry Chemical Rxns 4.1 & 4.3	Do Pre Lab Precipitation Do HW Ch 4	Precipitation (1) Precipitation (1)	Oct 12 Wed Oct 13 Thurs
Wk 4.7	Oct 17 Mon	Ch 4 Stoichiometry Chemical Rxns 4.4 & 4.5	Do HW Ch 4	Precipitation (2) Precipitation (2)	Oct 17 Mon Oct 18 Tues
Wk 4.8	Oct 19 Wed	Ch 4 Classifying Chemical Rxns 4.2	Do HW Ch 4 Turn in Precipitation Lab Report Do Pre Lab Types of Rxns	Precipitation (3) - Quiz Ch 4 a (4.1,4.3,4.4 & 4.5) Precipitation (3) - Quiz Ch 4 a (4.1,4.3,4.4 & 4.5)	Oct 19 Wed Oct 20 Thurs
Wk 5.9	Oct 24 Mon	Ch 5 Thermochemistry 5.1	Turn in HW 4 Do HW Ch 5	Types of Reactions (1) Types of Reactions (1)	Oct 24 Mon Oct 25 Tues
Wk 5.10	Oct 26 Wed	Ch 5 Thermochemistry 5.2	Do HW Ch 5 Turn in Reactions Lab Report Do PreLab Conductivity	Types of Reactions (2) - Quiz Ch 4 b (4.2) Types of Reactions (2) - Quiz Ch 4 b (4.2)	Oct 26 Wed Oct 27 Thurs
Wk 6.11	Oct 31 Mon	Ch 5 Thermochemistry 5.3	Do HW Ch 5 Do Test 2 Extra Credit	Conductivity (1) (Vernier) - Quiz Ch 5 (5.1 & 5.2) Conductivity (1) (Vernier) - Quiz Ch 5 (5.1 & 5.2)	Oct 31 Mon Nov 1 Tues
Wk 6.12	Nov 2 Wed	<b>TEST 2 Ch 4 &amp; 5</b>	Turn in Ch 5 HW Turn in Conductivity Lab Report Turn in Test 2 Extra Credit Do Pre Lab Acid Base Titration  ALL Assignments Due LATE after this date - 50% less	Conductivity (2) (Vernier) <b>Lab Midterm Exam</b> Conductivity (2) (Vernier) <b>Lab Midterm Exam</b>	Nov 2 Wed Nov 3 Thurs
Wk 7.13	Nov 7 Mon	Ch 6 Electronic Structure 6.1 & 6.2	Do HW Ch 6	Acid Base Titration (1) Acid Base Titration (1)	Nov 7 Mon Nov 8 Tues
Wk 7.14	Nov 9 Wed	Ch 6 Periodic properties 6.3 & 6.4	Do HW Ch 6 Do Pre lab Calorimetry	Acid Base Titration (2) Acid Base Titration (2)	Nov 9 Wed Nov 10 Wed
Wk 8.15	Nov 14 Mon	Ch 6 Periodic properties 6.5	Do HW Ch 6	Calorimetry (1) (Vernier) - Quiz Ch 6 (6.1 - 6.5) Calorimetry (1) (Vernier) - Quiz Ch 6 (6.1 - 6.5)	Nov 14 Mon Nov 15 Tues
Wk 8.16	Nov 16 Wed	Ch 7 Chemical Bonding 7.1 - 7.2	Turn in HW Ch 6 Turn in Calorimetry Lab report Do HW Ch 7 Do Pre Lab Redox Titrations	Calorimetry (2) (Vernier) Calorimetry (2) (Vernier)	Nov 16 Wed Nov 17 Thurs
Wk 9.17	Nov 21 Mon	Ch 7 Molecular Geometry 7.3 - 7.4	Do HW Ch 7	REDOX Titration (1) REDOX Titration (1)	Nov 21 Mon Nov 22 Tues
Wk 9.18	Nov 23 Wed	Ch 7 Chemical Bonding & Geometry 7.5 - 7.6	Do HW Ch 7 Do Test 3 Extra Credit Do Pre Lab Line Spectra	REDOX Titration (2) Quiz Ch 7 (7.1 - 7.4) THANKS GIVING	Nov 23 Wed Nov 24 Thurs
Wk 10.19	Nov 28 Mon	<b>TEST 3 CH 6 &amp; 7</b>	Turn in Lab Report Redox Titration Turn in HW 7 Turn in Test 3 Extra Credit Do PreLab Molecular Model  ALL Assignments Due LATE after this date - 50% less	Line Spectra REDOX Titration (2)	Nov 28 Mon Nov 29 Tues
Wk 10.20	Nov 30 Wed	Ch 8 Theories of Chemical Bonding 8.1 - 8.2		Molecular Model Line Spectra	Nov 30 Wed Dec 1 Thurs
Wk 11.21	Dec 5 Mon	Ch 8 Theories of Chemical Bonding 8.3 - 8.4		Molecular Model Molecular Model	Dec 5 Mon Dec 6 Tues
Wk 11.22	Dec 7 Wed	<b>COMPREHENSIVE REVIEW</b>		Lab Check out - <b>Lab FINAL EXAM</b> Lab Check out - <b>Lab FINAL EXAM</b>	Dec 7 Wed Dec 8 Thurs
Wk 12.23	Dec 12 Mon	<b>FINAL EXAM</b>		No Laboratory	Dec 12 Mon