

**WEST JEFFERSON HILLS SCHOOL DISTRICT  
AP CHEMISTRY CURRICULUM**

**GRADE 12**

<p style="text-align: center;"><b>PA Academic Standards</b> Student must be able to do</p>	<p style="text-align: center;"><b>Objective</b> Content or process student will be able to know and do</p>	<p style="text-align: center;"><b>Instructional Methods</b></p>	<p style="text-align: center;"><b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;"><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;"><b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;"><b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>3.2 Inquiry and Design</p>						
<p>A. Evaluate the nature of scientific and technological knowledge.</p>	<ul style="list-style-type: none"> <li>• Know and use the ongoing scientific processes to continually improve and better understand how things work.</li> <li>• Critically evaluate the status of existing theories, wave theory of light, classification of subatomic particles.</li> </ul>	<ul style="list-style-type: none"> <li>• Molecular and other models</li> <li>• Direct Instruction</li> <li>• Partner Work</li> <li>• Group Work</li> <li>• Lab Work</li> <li>• Demonstrations (chemical)</li> <li>• Graphing/ Analysis</li> <li>• Computer Projects</li> <li>• Cooperative Learning</li> <li>• Guided/ Paired/ independent Reading</li> <li>• Brainstorming</li> <li>• Class discussions</li> <li>• Note guides</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook/ Supplements</li> <li>• PowerPoint</li> <li>• Lab Manual</li> <li>• Diagrams</li> <li>• Periodic Table</li> <li>• Calculators (graphing)</li> <li>• Handouts</li> <li>• Lab Equipment</li> <li>• Model Kits</li> <li>• Spectrophotometer</li> <li>• CBL- Vernier Probes</li> <li>• Computer (classroom)</li> <li>• Computer (lab)</li> <li>• Excel</li> <li>• Chemicals</li> <li>• Internet</li> <li>• Magazines and Journals</li> <li>• Instructional CD's</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Problem Solving</li> <li>• In-Class Work</li> <li>• Homework</li> <li>• Lab write-ups</li> <li>• Midterms</li> <li>• Final</li> <li>• Independent Projects</li> <li>• Rubrics – labs and projects</li> <li>• Peer Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Review and Re-teach</li> <li>• Small Group Instruction</li> <li>• Extended Time</li> <li>• Tutoring</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Reading</li> <li>• Science Competition</li> <li>• Science Fairs</li> <li>• Independent Projects</li> <li>• Field Trips</li> <li>• Science Clubs</li> <li>• Summer Assignments</li> <li>• Internships</li> <li>• Science Honors Institute</li> <li>• Shadowing Programs</li> </ul>

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<b>3.2 Inquiry and Design</b>						
B. Apply process knowledge and organize scientific and technological phenomena in varied ways.  Evaluate experimental information for appropriateness and adherence to relevant science processes.	<ul style="list-style-type: none"> <li>• Describe materials using precise quantitative and qualitative skills based on observations.</li> <li>• Develop appropriate scientific experiments: raising questions, formulating hypotheses, testing, controlled experiments, recognizing variables, manipulating variables, interpreting data and producing solutions.</li> <li>• Evaluate experimental data correctly within experimental limits.</li> <li>• Judge that conclusions are consistent and logical with experimental conditions.</li> <li>• Interpret results of experimental research to predict new information or</li> </ul>	<ul style="list-style-type: none"> <li>• Molecular and other models</li> <li>• Direct Instruction</li> <li>• Partner Work</li> <li>• Group Work</li> <li>• Lab Work</li> <li>• Demonstrations (chemical)</li> <li>• Graphing/ Analysis</li> <li>• Computer Projects</li> <li>• Cooperative Learning</li> <li>• Guided/ Paired/ independent Reading</li> <li>• Brainstorming</li> <li>• Class discussions</li> <li>• Note guides</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook/ Supplements</li> <li>• PowerPoint</li> <li>• Lab Manual</li> <li>• Diagrams</li> <li>• Periodic Table</li> <li>• Calculators (graphing)</li> <li>• Handouts</li> <li>• Lab Equipment</li> <li>• Model Kits</li> <li>• Spectrophotometer</li> <li>• CBL- Vernier Probes</li> <li>• Computer (classroom)</li> <li>• Computer (lab)</li> <li>• Excel</li> <li>• Chemicals</li> <li>• Internet</li> <li>• Magazines and Journals</li> <li>• Instructional CD's</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Problem Solving</li> <li>• In-Class Work</li> <li>• Homework</li> <li>• Lab write-ups</li> <li>• Midterms</li> <li>• Final</li> <li>• Independent Projects</li> <li>• Rubrics – labs and projects</li> <li>• Peer Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Review and Re-teach</li> <li>• Small Group Instruction</li> <li>• Extended Time</li> <li>• Tutoring</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Reading</li> <li>• Science Competition</li> <li>• Science Fairs</li> <li>• Independent Projects</li> <li>• Field Trips</li> <li>• Science Clubs</li> <li>• Summer Assignments</li> <li>• Internships</li> <li>• Science Honors Institute</li> <li>• Shadowing Programs</li> </ul>

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<b>3.2 Inquiry and Design</b>						
C. Apply the elements of scientific inquiry to solve multi-step problems.	<ul style="list-style-type: none"> <li>•Generate questions about objects, organisms and/or events that can be answered through scientific investigations.</li> <li>•Evaluate the appropriateness of questions.</li> <li>•Design an investigation with adequate control and limited variables to investigate a question.</li> <li>•Organize experimental information using analytic and descriptive techniques.</li> <li>•Evaluate the significance of experimental information in answering the question.</li> <li>•Project additional</li> </ul>	<ul style="list-style-type: none"> <li>•Molecular and other models</li> <li>•Direct Instruction</li> <li>•Partner Work</li> <li>•Group Work</li> <li>•Lab Work</li> <li>•Demonstrations (chemical)</li> <li>•Graphing/ Analysis</li> <li>•Computer Projects</li> <li>•Cooperative Learning</li> <li>•Guided/ Paired/ independent Reading</li> <li>•Brainstorming</li> <li>•Class discussions</li> <li>• Note guides</li> </ul>	<ul style="list-style-type: none"> <li>•Textbook/ Supplements</li> <li>•PowerPoint</li> <li>•Lab Manual</li> <li>•Diagrams</li> <li>•Periodic Table</li> <li>•Calculators (graphing)</li> <li>•Handouts</li> <li>•Lab Equipment</li> <li>•Model Kits</li> <li>•Spectrophotometer</li> <li>•CBL- Vernier Probes</li> <li>•Computer (classroom)</li> <li>•Computer (lab)</li> <li>•Excel</li> <li>•Chemicals</li> <li>• Internet</li> <li>• Magazines and Journals</li> <li>• Instructional CD's</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher Observation</li> <li>•Tests</li> <li>•Quizzes</li> <li>•Problem Solving</li> <li>•In-Class Work</li> <li>•Homework</li> <li>•Lab write-ups</li> <li>•Midterms</li> <li>•Final</li> <li>•Independent Projects</li> <li>•Rubrics – labs and projects</li> <li>•Peer Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>•Review and Re-teach</li> <li>•Small Group Instruction</li> <li>•Extended Time</li> <li>•Tutoring</li> <li>•Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Reading</li> <li>• Science Competition</li> <li>• Science Fairs</li> <li>• Independent Projects</li> <li>• Field Trips</li> <li>• Science Clubs</li> <li>• Summer Assignments</li> <li>• Internships</li> <li>• Science Honors Institute</li> <li>• Shadowing Programs</li> </ul>

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<b>3.4 Physical Science, Chemistry and Physics</b>						
<p>A. Explain concepts about the structure and properties of matter.</p> <p>Apply concepts about the structure and properties of matter.</p>	<ul style="list-style-type: none"> <li>• Know that atoms are composed of even smaller sub-atomic structures whose properties are measurable.</li> <li>• Explain the repeating pattern of chemical properties by using the repeating patterns of atomic structure within the periodic table.</li> <li>• Predict the behavior of gases through the use of Boyle's, Charles' or the ideal gas law, in everyday situations.</li> <li>• Describe phases of matter according to the Kinetic Molecular</li> </ul>	<ul style="list-style-type: none"> <li>• Molecular and other models</li> <li>• Direct Instruction</li> <li>• Partner Work</li> <li>• Group Work</li> <li>• Lab Work</li> <li>• Demonstrations (chemical)</li> <li>• Graphing/ Analysis</li> <li>• Computer Projects</li> <li>• Cooperative Learning</li> <li>• Guided/ Paired/ independent Reading</li> <li>• Brainstorming</li> <li>• Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook/ Supplements</li> <li>• PowerPoint</li> <li>• Lab Manual</li> <li>• Diagrams</li> <li>• Periodic Table</li> <li>• Calculators (graphing)</li> <li>• Handouts</li> <li>• Lab Equipment</li> <li>• Model Kits</li> <li>• Spectrophotometer</li> <li>• CBL- Vernier Probes</li> <li>• Computer (classroom)</li> <li>• Computer (lab)</li> <li>• Excel</li> <li>• Chemicals</li> <li>• Internet</li> <li>• Magazines and Journals</li> <li>• Instructional CD's</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Problem Solving</li> <li>• In-Class Work</li> <li>• Homework</li> <li>• Lab write-ups</li> <li>• Midterms</li> <li>• Final</li> <li>• Independent Projects</li> <li>• Rubrics – labs and projects</li> <li>• Peer Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Review and Re-teach</li> <li>• Small Group Instruction</li> <li>• Extended Time</li> <li>• Tutoring</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Reading</li> <li>• Science Competition</li> <li>• Science Fairs</li> <li>• Independent Projects</li> <li>• Field Trips</li> <li>• Science Clubs</li> <li>• Summer Assignments</li> <li>• Internships</li> <li>• Science Honors Institute</li> <li>• Shadowing Programs</li> </ul>

	Theory.	• Note guides				
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3.4 Physical Science, Chemistry and Physics						
	<ul style="list-style-type: none"> <li>•Explain the formation of compounds and their resulting properties using bonding theories (ionic and covalent).</li> <li>•Recognize formulas for simple inorganic compounds.</li> <li>•Describe various types of chemical reactions by applying the laws of conservation of mass and energy.</li> <li>•Apply knowledge of mixtures to appropriate separation techniques.</li> <li>•Understand that carbon can form several types of compounds.</li> </ul>					

	<ul style="list-style-type: none"> <li>•Apply rules of systematic nomenclature and formula writing to chemical substances.</li> </ul>					
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3.4 Physical Science, Chemistry and Physics						
	<ul style="list-style-type: none"> <li>•Classify and describe, in equation form, types of chemical and nuclear reactions.</li> <li>•Explain how radioactive isotopes that are subject to decay can be used to estimate the age of materials.</li> <li>•Explain how the forces that bind solids, liquids, and gases affect their properties.</li> <li>•Characterize and identify important classes of compounds (e.g., acids, bases, salts).</li> <li>•Apply the conservation of</li> </ul>					

	energy concept to fields as diverse as mechanics, nuclear particles, and studies of the origin of the universe.					
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3.4 Physical Science, Chemistry and Physics						
	<ul style="list-style-type: none"> <li>•Apply the predictability of nuclear decay to estimate the age of material that contain radioactive isotopes.</li> <li>•Qualify the properties of matter (e.g., density, solubility coefficients) by applying mathematical formulas.</li> </ul>					

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3.4 Physical Science, Chemistry and Physics						
B. Apply and analyze energy sources and conversions and their relationships to heat and temperature.	<ul style="list-style-type: none"> <li>•Use knowledge of chemical reactions to generate an electrical current.</li> <li>•Evaluate energy changes in chemical reactions.</li> <li>•Determine the heat involved in illustrative chemical reactions.</li> <li>•Evaluate mathematical formulas that calculate the efficiency of specific chemical and mechanical systems.</li> <li>•Use knowledge of oxidation and reduction to balance</li> </ul>	<ul style="list-style-type: none"> <li>•Molecular and other models</li> <li>•Direct Instruction</li> <li>•Partner Work</li> <li>•Group Work</li> <li>•Lab Work</li> <li>•Demonstrations (chemical)</li> <li>•Graphing/ Analysis</li> <li>•Computer Projects</li> <li>•Cooperative Learning</li> <li>•Guided/Paired/</li> </ul>	<ul style="list-style-type: none"> <li>•Textbook/ Supplements</li> <li>•PowerPoint</li> <li>•Lab Manual</li> <li>•Diagrams</li> <li>•Periodic Table</li> <li>•Calculators (graphing)</li> <li>•Handouts</li> <li>•Lab Equipment</li> <li>•Model Kits</li> <li>•Spectrophotometer</li> <li>•CBL-Vernier Probes</li> <li>•Computer (classroom)</li> <li>•Computer (lab)</li> <li>•Excel</li> <li>•Chemicals</li> <li>•Internet</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher Observation</li> <li>•Tests</li> <li>•Quizzes</li> <li>•Problem Solving</li> <li>•In-Class Work</li> <li>•Homework</li> <li>•Lab write-ups</li> <li>•Midterms</li> <li>•Final</li> <li>•Independent Projects</li> <li>•Rubrics – labs and projects</li> <li>•Peer Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>•Review and Re-teach</li> <li>•Small Group Instruction</li> <li>•Extended Time</li> <li>•Tutoring</li> <li>•Technology</li> </ul>	<ul style="list-style-type: none"> <li>•Additional Reading</li> <li>•Science Competition</li> <li>•Science Fairs</li> <li>•Independent Projects</li> <li>•Field Trips</li> <li>•Science Clubs</li> <li>•Summer Assignments</li> <li>•Internships</li> <li>•Science Honors Institute</li> <li>•Shadowing</li> </ul>

	<p>complex reactions.</p> <ul style="list-style-type: none"> <li>• Apply appropriate thermodynamic concepts (e.g., conservation, entropy, to solve problems relating to energy and heat.</li> </ul>	<p>independent Reading</p> <ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Class discussions</li> <li>• Note guides</li> </ul>	<ul style="list-style-type: none"> <li>• Magazines and Journals</li> <li>• Instructional CD's</li> </ul>			Programs
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<b>3.4 Physical Science, Chemistry and Physics</b>						
C. Apply the principles of motion and force.	Evaluate wave properties of frequency, wavelength, and speed as applied to light through different media.	<ul style="list-style-type: none"> <li>• Molecular and other models</li> <li>• Direct Instruction</li> <li>• Partner Work</li> <li>• Group Work</li> <li>• Lab Work</li> <li>• Demonstrations (chemical)</li> <li>• Graphing/ Analysis</li> <li>• Computer Projects</li> <li>• Cooperative Learning</li> <li>• Guided/ Paired/ independent</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook/ Supplements</li> <li>• PowerPoint</li> <li>• Lab Manual</li> <li>• Diagrams</li> <li>• Periodic Table</li> <li>• Calculators</li> <li>• Handouts</li> <li>• Lab Equipment</li> <li>• Model Kits</li> <li>• Spectrophotometer</li> <li>• CBL-Vernier Probes</li> <li>• Computer (classroom)</li> <li>• Computer (lab)</li> <li>• Excel</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Tests</li> <li>• Quizzes</li> <li>• Problem Solving</li> <li>• In-Class Work</li> <li>• Homework</li> <li>• Lab write-ups</li> <li>• Midterms</li> <li>• Final</li> <li>• Independent Projects</li> <li>• Rubrics – labs and projects</li> </ul>	<ul style="list-style-type: none"> <li>• Review and Re-teach</li> <li>• Small Group Instruction</li> <li>• Extended Time</li> <li>• Tutoring</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Reading</li> <li>• Science Competition</li> <li>• Science Fairs</li> <li>• Independent Projects</li> <li>• Field Trips</li> <li>• Science Clubs</li> <li>• Summer Assignments</li> <li>• Internships</li> <li>• Science Honors Institute</li> </ul>

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