

# UNIT 3

## Intermolecular Forces and Properties



This logo shows it is a *Topic Question* - it should only require knowledge included in this *Topic* and it should be giving practice in the *Science Practice* associated with this *Topic*.

## Science Practices

**18–22%** AP Exam Weighting

**2.C** **2.D** **2.E** **3.C** **4.C** **4.D** **5.C** **5.F**

Enduring Understanding

Topic

Suggested Skill

SAP-5

**3.1 Intermolecular Forces**

**4.D** Explain the degree to which a model or representation describes the connection between particulate-level properties and macroscopic properties.

**3.2 Properties of Solids**

**4.C** Explain the connection between particulate-level and macroscopic properties of a substance using models and representations.

SAP-6

**3.3 Solids, Liquids, and Gases**

**3.C** Represent visually the relationship between the structures and interactions across multiple levels or scales (e.g., particulate to macroscopic).

SAP-7

**3.4 Ideal Gas Law**

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

**3.5 Kinetic Molecular Theory**

**4.A** Explain chemical properties or phenomena (e.g., of atoms or molecules) using given chemical theories, models, and representations.

**3.6 Deviation from Ideal Gas Law**

**5.B** Provide reasoning to justify a claim using connections between particulate and macroscopic scales or levels.

**3.7 Solutions and Mixtures**

**5.F** Calculate, estimate, or predict an unknown quantity from known quantities by selecting and following a logical computational pathway and attending to precision (e.g., performing dimensional analysis and attending to significant figures).

SPQ-3

**3.8 Representations of Solutions**

**3.C** Represent visually the relationship between the structures and interactions across multiple levels or scales (e.g., particulate to macroscopic).

**3.9 Separation of Solutions and Mixtures Chromatography**

**2.C** Identify experimental procedures that are aligned to the question (which may include a sketch of a lab setup).

**3.10 Solubility**

**4.D** Explain the degree to which a model or representation describes the connection between particulate-level properties and macroscopic properties.

SAP-8

**3.11 Spectroscopy and the Electromagnetic Spectrum**

**4.A** Explain chemical properties or phenomena (e.g., of atoms or molecules) using given chemical theories, models, and representations.

**3.12 Photoelectric Effect**

**5.F** Calculate, estimate, or predict an unknown quantity from known quantities by selecting and following a logical computational pathway and attending to precision (e.g., performing dimensional analysis and attending to significant figures).

**3.13 Beer-Lambert Law**

**2.E** Identify or describe potential sources of experimental error.

# Curriculum Guide Ap Chemistry

**Mary Millhollon, Richard H. Langley**



## Curriculum Guide Ap Chemistry:

*AP Chemistry Curriculum Guide, Advanced Level* Mobile County Public School System Division of Curriculum and Instruction, 1997      **AP Chemistry For Dummies** Peter J. Mikulecky, Michelle Rose Gilman, Kate Brutlag, 2008-11-13 A practical and hands on guide for learning the practical science of AP chemistry and preparing for the AP chem exam Gearing up for the AP Chemistry exam AP Chemistry For Dummies is packed with all the resources and help you need to do your very best Focused on the chemistry concepts and problems the College Board wants you to know this AP Chemistry study guide gives you winning test taking tips multiple choice strategies and topic guidelines as well as great advice on optimizing your study time and hitting the top of your game on test day This user friendly guide helps you prepare without perspiration by developing a pre test plan organizing your study time and getting the most out of your AP course You ll get help understanding atomic structure and bonding grasping atomic geometry understanding how colliding particles produce states and so much more To provide students with hands on experience AP chemistry courses include extensive labwork as part of the standard curriculum This is why the book dedicates a chapter to providing a brief review of common laboratory equipment and techniques and another to a complete survey of recommended AP chemistry experiments Two full length practice exams help you build your confidence get comfortable with test formats identify your strengths and weaknesses and focus your studies You ll discover how to Create and follow a pretest plan Understand everything you must know about the exam Develop a multiple choice strategy Figure out displacement combustion and acid base reactions Get familiar with stoichiometry Describe patterns and predict properties Get a handle on organic chemistry nomenclature Know your way around laboratory concepts tasks equipment and safety Analyze laboratory data Use practice exams to maximize your score Additionally you ll have a chance to brush up on the math skills that will help you on the exam learn the critical types of chemistry problems and become familiar with the annoying exceptions to chemistry rules Get your own copy of AP Chemistry For Dummies to build your confidence and test taking know how so you can ace that exam      Learning and Understanding National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Programs for Advanced Study of Mathematics and Science in American High Schools, 2002-09-06 This book takes a fresh look at programs for advanced studies for high school students in the United States with a particular focus on the Advanced Placement and the International Baccalaureate programs and asks how advanced studies can be significantly improved in general It also examines two of the core issues surrounding these programs they can have a profound impact on other components of the education system and participation in the programs has become key to admission at selective institutions of higher education By looking at what could enhance the quality of high school advanced study programs as well as what precedes and comes after these programs this report provides teachers parents curriculum developers administrators college science and mathematics faculty and the educational research community with a detailed assessment that can be used to

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**Problems and Problem Solving in Chemistry Education** Georgios Tsaparis,2021-05-17 Problem solving is central to the teaching and learning of chemistry at secondary tertiary and post tertiary levels of education opening to students and professional chemists alike a whole new world for analysing data looking for patterns and making deductions As an important higher order thinking skill problem solving also constitutes a major research field in science education Relevant education research is an ongoing process with recent developments occurring not only in the area of quantitative computational problems but also in qualitative problem solving The following situations are considered some general others with a focus on specific areas of chemistry quantitative problems qualitative reasoning metacognition and resource activation deconstructing the problem solving process an overview of the working memory hypothesis reasoning with the electron pushing formalism scaffolding organic synthesis skills spectroscopy for structural characterization in organic chemistry enzyme kinetics problem solving in the academic chemistry laboratory chemistry problem solving in context team based active learning technology for molecular representations IR spectra simulation and computational quantum chemistry tools The book concludes with methodological and epistemological issues in problem solving research and other perspectives in problem solving in chemistry With a foreword by George Bodner Tools for Teaching Conceptual Understanding, Secondary Julie Stern,Krista Ferraro,Juliet Mohnkern,2017-02-02 Students become experts and innovators through Concept Based teaching Innovators don t invent without understanding how the world works With this foundation they apply conceptual understanding to solve problems We want students to not only retain ideas but relate them to other things they encounter using each new situation to add nuance and sophistication to their thinking Discover how to help learners uncover conceptual relationships and transfer them to new situations Teachers will learn Strategies for introducing conceptual learning to students Four lesson frameworks to help students uncover conceptual relationships How to assess conceptual understanding and How to differentiate concept based instruction

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**Bold Ventures** S. Raizen, E.D. Britton, 2012-12-06 This book presents comprehensive results from case studies of five innovations in science education that have much to offer toward understanding current reforms in this field Each chapter tells the story of a case in rich detail with extensive documentation and in the voices of many of the participants the innovators the teachers the students Similarly Volume 3 of Bold Ventures presents the results from case studies of five innovations in mathematics education Volume 1 provides a cross case analysis of all eight innovations Many U S readers certainly will be very familiar with the name of at least one if not all of the science innovations discussed in this volume for example Project 2061 and probably with their general substance Much of the education community s familiarity with these arises from the projects own dissemination efforts The research reported in this volume however is one of the few detailed studies of these innovations undertaken by researchers outside the projects themselves Each of the five studies was a large scale effort involving teams of researchers over three years These teams analyzed many documents attended numerous critical project meetings visited multiple sites conducted dozens of individual interviews The team leaders Atkin Huberman Rowe having spent much time with science education over long careers looked at these innovations through many lenses It was a daunting task for each team to sift through the mountains of detail in order to bring



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