

Unit Plan Rationale for Chapter 4: Nomenclature

This unit in chemistry is vital to the rest of the school year. The students learned about the period table, had to remember some elements, did factor analysis and significant figures, and learned about some period trends. This is the first chapter where the chemical portion of chemistry starts. The students have seen chemicals and used them in lab but at this point could not write them and could barely read them.

The curriculum at Boyertown Area Senior High calls for chemistry to be the third unit of the year but was switched to the fourth to allow measurements and calculations to come first. The curriculum calls for three weeks or 15 days of nomenclature and it took 13 days including the initial introduction and the test. The extra two days are for acids which we did not introduce due to reduce student confusion. These two days will be made up when learning about acids, bases, and pH. This seems more logical because the students will learn about acids and bases at the same time.

This unit is more difficult for differentiated instruction. For the students who understood everything and were further advanced, they either did all of their work in class or helped other students. There isn't that much more to give to more advanced students. I could have introduced acids early but there wasn't a lot of time with the lower differentiated instruction. Many students needed individual, remedial help which took up some class time, almost all of my prep time, and time after school.

Main Objective of Unit:

The students need to understand the language of chemistry in order to use it properly. This metaphor fits very well into learning a foreign language. You need to know the words and how to conjugate them in different situations just like with nomenclature when you need to decide to use prefixes, brackets, roman numerals, and suffixes. The students who knew the rules of this chapter were fine, those who didn't know the rules seemed to struggle.

The students need to do well in this unit because it will keep coming back to them in the future. Nomenclature will be used heavily in the next chapter and it is the understanding that the students will know how to name and write compounds.

The goal for this chapter is to have all the students understand chemical names and compounds and be able to write them down and be able to visually and verbally recognize them especially in the laboratory setting.