Complex Stoichiometry

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| ***Teacher:*** | Ms. Athwal | ***Date:*** | Nov 25 - Nov 27 | ***Course:*** | Chemistry | ***Grade:*** | 11 |
| ***CA Standard(s):***  6c *Students know* temperature, pressure, and surface area affect the dissolving process.  3e *Students know* how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses. | | | | | | | |
| ***Learning Objective (s):***  LT 4.4 – I can hypothesize how surface area, temperature, and pressure impact the dissolving process of a solid.  LT 4.5 – I can convert from moles of one compound to moles of another compound using the mole ratio from a balanced chemical reaction.  LT 4.6 – I can convert from grams of one compound to grams of another compound. | | | | | | | |
| ***Essential Question(s):*** Why does soda fizz? | | | | | | | |
| **Assessment**:   * Complex stoichiometry exit ticket * Unit 4 quiz: intermolecular forces and dissolving factors | | | | | | | |
| * ***Do Now***:  1. Describe temperature, surface area, and pressure all affect dissolving rates 2. Update your learning tracker lof for 4.1-4.4 in preparation for the Unit 4 quiz | | | | | | | |

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| **WHOLE GROUP/ DIRECT INTRUCTION** |
| * Mole ratios * Complex Stoichiometry grams to grams |

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| **SMALL GROUP STATION** |  | **COLLABORATIVE STATION** |  | **COMPUTER ASSISTED STATION** |
| Unit 3 remediation: moles to grams, grams to moles, moles to particles |  | POGIL Mole Ratios |  | Notes on grams to grams complex stoichiometry |