

Functional Groups

▶ pages 737–742
▶ 1 class session(s)

Section Objectives

- **Describe** a functional group and give examples.
- **Name** and **draw** alkyl and aryl halide structures.
- **Discuss** the chemical and physical properties of organic halides.
- **Describe** how substitution reactions form alkyl and aryl halides.

National Science Content Standards

UCP.1, UCP.2, UCP.5; A.1; B.2, B.3; E.2; F.4, F.6

Georgia QCC

1, 2.1, 3.1, 4, 8, 8.3, 8.4, 9.6, 17, 17.1

Focus

_____ Section Focus Transparency 86 and Master

Teach

- _____ Discovery Lab, *SE* p. 737
- _____ Quick Demo, *TWE* p. 738
- _____ Chemistry Journal, *TWE* p. 740
- _____ Teaching Transparency 68 and Master
- _____ *Spanish Resources*, 23.1 *TCR*

Assess

- _____ Section Assessment, *SE* p. 742
- _____ Check for Understanding, *TWE* p. 742
- _____ Reteach, *TWE* p. 742
- _____ *Study Guide for Content Mastery*, p. 133 *TCR*
- _____ Math Skills Transparency 37 and Master

Enrichment/Application

- _____ Extension, *TWE* p. 742
- _____ *Cooperative Learning in the Science Classroom*, *TCR*

Chapter Assessment

- _____ Assessment, *TWE* pp. 738, 740, 742
- _____ *Alternate Assessment in the Science Classroom*, *TCR*
- _____ *Performance Assessment in the Science Classroom*, *TCR*

Multimedia Options

- _____ **Chemistry Interactive CD-ROM**, Section 23.1 Experiment
- _____ **Vocabulary PuzzleMaker Software**, Ch. 23
- _____ **Cosmic Chemistry Videodisc**, Disc 1, Side 2
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Chemistry Web site: ga.science.glencoe.com

Alcohols, Ethers, and Amines

▶ pages 743–746
▶ 1 1/2 class session(s)

Section Objectives

- **Identify** the functional groups that characterize alcohols, ethers, and amines.
- **Draw** the structures of alcohols, ethers, and amines.
- **Discuss** the properties and uses of alcohols, ethers, and amines.

National Science Content Standards

UCP.1, UCP.2, UCP.5; B.2, B.3; E.2; G.3

Georgia QCC

4, 8, 8.3, 8.4, 17

Focus

_____ Section Focus Transparency 87 and Master

Teach

- _____ ChemLab 23, SE pp. 766–767
- _____ Quick Demo, TWE p. 743
- _____ Identifying Misconceptions, TWE p. 745
- _____ Chemistry Journal, TWE p. 743
- _____ ChemLab and MiniLab Worksheets, pp. 90–92 TCR
- _____ Teaching Transparency 69 and Master
- _____ Spanish Resources, 23.2 TCR

Assess

- _____ Section Assessment, SE p. 746
- _____ Check for Understanding, TWE p. 746
- _____ Reteach, TWE p. 746
- _____ Study Guide for Content Mastery, pp. 134–135 TCR

Enrichment/Application

- _____ Extension, TWE p. 746
- _____ Cooperative Learning in the Science Classroom, TCR

Chapter Assessment

- _____ Assessment, TWE pp. 745, 746
- _____ Alternate Assessment in the Science Classroom, TCR
- _____ Performance Assessment in the Science Classroom, TCR

Multimedia Options

- _____ Vocabulary PuzzleMaker Software, Ch. 23
- _____ Using the Internet in the Science Classroom, TCR
- _____ Chemistry Web site: ga.science.glencoe.com

Carbonyl Compounds

▶ pages 747–753
▶ 1 1/2 class session(s)

Section Objectives

- **Draw** and **identify** the structures of carbonyl compounds including aldehydes, ketones, carboxylic acids, esters, and amides.
- **Discuss** the properties and uses of compounds containing the carbonyl group.

National Science Content Standards

UCP.1, UCP.2, UCP.5; A.1; B.2, B.3; E.2

Georgia QCC

1, 3.1, 4, 8, 8.1, 8.3, 8.4, 9.1, 9.6, 11, 17, 17.1

Focus

_____ Section Focus Transparency 88 and Master

Teach

- _____ MiniLab, SE p. 751
- _____ Quick Demo, TWE p. 750
- _____ Chemistry Journal, TWE p. 747
- _____ Teaching Transparency 70 and Master
- _____ Spanish Resources, 23.3 TCR

Assess

- _____ Section Assessment, SE p. 753
- _____ Check for Understanding, TWE p. 753
- _____ Reteach, TWE p. 753
- _____ Study Guide for Content Mastery, p. 136 TCR

Enrichment/Application

- _____ Extension, TWE p. 753
- _____ Challenge Problems, p. 23 TCR
- _____ Cooperative Learning in the Science Classroom, TCR

Chapter Assessment

- _____ Assessment, TWE pp. 749, 751, 753
- _____ Alternate Assessment in the Science Classroom, TCR
- _____ Performance Assessment in the Science Classroom, TCR

Multimedia Options

- _____ Vocabulary PuzzleMaker Software, Ch. 23
- _____ Cosmic Chemistry Videodisc, Disc 3, Side 6; Disc 4, Side 8
- _____ Using the Internet in the Science Classroom, TCR
- _____ Chemistry Web site: ga.science.glencoe.com

Other Reactions of Organic Compounds

▶ pages 754–760
▶ 1 1/2 class session(s)

Section Objectives

- **Classify** an organic reaction into one of five categories: substitution, addition, elimination, oxidation-reduction, or condensation.
- **Use** structural formulas to write equations for reactions of organic compounds.
- **Predict** the products of common types of organic reactions.

National Science Content Standards

UCP.1, UCP.2, UCP.5; B.2, B.3; E.2

Georgia QCC

4, 8.1, 9.1, 17.1

Focus

_____ Section Focus Transparency 89 and Master

Teach

- _____ Problem-Solving Lab, *SE* p. 757
- _____ Quick Demo, *TWE* p. 755
- _____ Chemistry Journal, *TWE* p. 756
- _____ *ChemLab and MiniLab Worksheets*, p. 89 *TCR*
- _____ *Laboratory Manual*, pp. 177–180 *TCR*
- _____ Teaching Transparency 71 and Master
- _____ *Spanish Resources*, 23.4 *TCR*

Assess

- _____ Section Assessment, *SE* p. 760
- _____ Check for Understanding, *TWE* p. 759
- _____ Reteach, *TWE* p. 760
- _____ *Study Guide for Content Mastery*, p. 137 *TCR*

Enrichment/Application

- _____ Extension, *TWE* pp. 759, 760
- _____ *Cooperative Learning in the Science Classroom*, *TCR*

Chapter Assessment

- _____ Assessment, *TWE* pp. 754, 756, 757, 760
- _____ *Alternate Assessment in the Science Classroom*, *TCR*
- _____ *Performance Assessment in the Science Classroom*, *TCR*

Multimedia Options

- _____ **Vocabulary PuzzleMaker Software**, Ch. 23
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Chemistry Web site: ga.science.glencoe.com

Polymers

▶ pages 761–765
▶ 2 1/2 class session(s)

Section Objectives

- **Describe** the relationship between a polymer and the monomers from which it forms.
- **Classify** polymerization reactions as addition or condensation.
- **Predict** polymer properties based on their molecular structures and the presence of functional groups.

National Science Content Standards

UCP.1, UCP.2, UCP.5; A.1; B.2, B.3, B.4; E.1, E.2; F.6

Georgia QCC

1, 1.2, 2, 2.1, 3.1, 4, 8, 8.1, 8.3, 8.4, 12.1, 14.1, 17, 17.1

Focus

_____ Section Focus Transparency 90 and Master

Teach

- _____ Chemistry and Technology, *SE* p. 768
- _____ Quick Demo, *TWE* p. 761
- _____ Chemistry Journal, *TWE* p. 764
- _____ *Laboratory Manual*, pp. 181–184 *TCR*
- _____ Teaching Transparency 72 and Master
- _____ *Spanish Resources*, 23.5 *TCR*

Assess

- _____ Section Assessment, *SE* p. 765
- _____ Check for Understanding, *TWE* p. 764
- _____ Reteach, *TWE* p. 764
- _____ *Study Guide for Content Mastery*, p. 138 *TCR*
- _____ Math Skills Transparency 38 and Master
- _____ *Reviewing Chemistry: Preparing for the Georgia High School Graduation Test*, *TCR*

Enrichment/Application

- _____ Extension, *TWE* p. 765
- _____ *Cooperative Learning in the Science Classroom*, *TCR*

Chapter Assessment

- _____ Chapter 23 Assessment, *SE* pp. 770–773
- _____ Assessment, *TWE* pp. 763, 765, 767
- _____ *Chapter Assessment*, pp. 133–138 *TCR*
- _____ *Alternate Assessment in the Science Classroom*, *TCR*
- _____ *Performance Assessment in the Science Classroom*, *TCR*

Multimedia Options

- _____ **Chemistry Interactive CD-ROM**, Section 23.5 Video
- _____ **Vocabulary PuzzleMaker Software**, Ch. 23
- _____ **MindJogger Videoquizzes**, Ch. 23
- _____ **TestCheck Software**, Ch. 23
- _____ **Cosmic Chemistry Videodisc**, Disc 3, Side 6
- _____ **Chemistry Interactive CD-ROM**, Chapter 23 quiz
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Chemistry Web site: ga.science.glencoe.com