

Forming Chemical Bonds



► pages 211–214
► 1 class session(s)

Section Objectives

- **Define** chemical bond.
- **Relate** chemical bond formation to electron configuration.
- **Describe** the formation of positive and negative ions.

National Science Content Standards

UCP.1, UCP.2; A.1; B.1, B.2

Georgia QCC

1, 1.2, 2.1, 3.1, 5.2, 5.3, 6, 6.3, 8.1

Focus

_____ Section Focus Transparency 26 and Master

Teach

- _____ Discovery Lab, *SE* p. 211
- _____ Quick Demo, *TWE* p. 211
- _____ Chemistry Journal, *TWE* p. 213
- _____ Teaching Transparency 25 and Master
- _____ *Spanish Resources*, 8.1 *TCR*

Assess

- _____ Section Assessment, *SE* p. 214
- _____ Check for Understanding, *TWE* p. 214
- _____ Reteach, *TWE* p. 214
- _____ *Study Guide for Content Mastery*, p. 43 *TCR*
- _____ Math Skills Transparency 7 and Master

Enrichment/Application

- _____ Extension, *TWE* p. 214
- _____ *Challenge Problems*, p. 8 *TCR*
- _____ *Cooperative Learning in the Science Classroom*, *TCR*

Chapter Assessment

- _____ Assessment, *TWE* pp. 212, 214
- _____ *Alternate Assessment in the Science Classroom*, *TCR*
- _____ *Performance Assessment in the Science Classroom*, *TCR*

Multimedia Options

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

The Formation and Nature of Ionic Bonds



► pages 215–220
► 1 1/2 class session(s)

Section Objectives

- **Describe** the formation of ionic bonds.
- **Account** for many of the physical properties of an ionic compound.
- **Discuss** the energy involved in the formation of an ionic bond.

National Science Content Standards

UCP.1, UCP.2; B.1, B.2, B.3, B.4, B.6

Georgia QCC

5.3, 8.1

Focus

_____ Section Focus Transparency 27 and Master

Teach

- _____ Problem-Solving Lab, *SE* p. 219
- _____ ChemLab 8, *SE* pp. 232–233
- _____ Quick Demo, *TWE* p. 216
- _____ Chemistry Journal, *TWE* p. 217
- _____ *ChemLab and MiniLab Worksheets*, pp. 30–32 *TCR*
- _____ *Laboratory Manual*, pp. 57–64 *TCR*
- _____ Teaching Transparency 26 and Master
- _____ *Spanish Resources*, 8.2 *TCR*

Assess

- _____ Section Assessment, *SE* p. 220
- _____ Check for Understanding, *TWE* p. 220
- _____ Reteach, *TWE* p. 220
- _____ *Study Guide for Content Mastery*, pp. 44–45 *TCR*

Enrichment/Application

- _____ Extension, *TWE* p. 215
- _____ *Cooperative Learning in the Science Classroom*, *TCR*

Chapter Assessment

- _____ Assessment, *TWE* pp. 218, 219, 220
- _____ *Alternate Assessment in the Science Classroom*, *TCR*
- _____ *Performance Assessment in the Science Classroom*, *TCR*

Multimedia Options

- _____ **Chemistry Interactive CD-ROM**, Section 8.2 Experiment
- _____ **Vocabulary PuzzleMaker Software**, Ch. 8
- _____ **Cosmic Chemistry Videodisc**, Disc 2, Side 3
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Chemistry Web site: ga.science.glencoe.com

Names and Formulas for Ionic Compounds



▶ pages 221–227

▶ 1 1/2 class session(s)

Section Objectives

- Write formulas for ionic compounds and oxyanions.
- Name ionic compounds and oxyanions.

National Science Content Standards

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

Georgia QCC

5.2, 8

Focus

_____ Section Focus Transparency 28 and Master

Teach

- _____ Quick Demo, *TWE* p. 224
- _____ Identifying Misconceptions, *TWE* p. 223
- _____ Chemistry Journal, *TWE* p. 225
- _____ Teaching Transparency 27 and Master
- _____ *Spanish Resources*, 8.3 *TCR*

Assess

- _____ Section Assessment, *SE* p. 227
- _____ Check for Understanding, *TWE* p. 227
- _____ Reteach, *TWE* p. 227
- _____ *Study Guide for Content Mastery*, pp. 46–47 *TCR*
- _____ Math Skills Transparency 8 and Master

Enrichment/Application

- _____ Extension, *TWE* p. 227
- _____ *Cooperative Learning in the Science Classroom*, *TCR*

Chapter Assessment

- _____ Assessment, *TWE* pp. 223, 225, 227
- _____ *Alternate Assessment in the Science Classroom*, *TCR*
- _____ *Performance Assessment in the Science Classroom*, *TCR*

Multimedia Options

- _____ **Chemistry Interactive CD-ROM**, Section 8.3 Demonstrations and Exploration
- _____ **Vocabulary PuzzleMaker Software**, Ch. 8
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Chemistry Web site: ga.science.glencoe.com

Metallic Bonds and Properties of Metals

▶ pages 228–231
▶ 2 class session(s)

Section Objectives

- **Describe** a metallic bond.
- **Explain** the physical properties of metals in terms of metallic bonds.
- **Define** and **describe** alloys.

National Science Content Standards

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

Georgia QCC

1, 1.2, 2, 2.1, 3.1, 4, 5.2, 5.3, 6, 6.3, 8, 8.1, 9.6

Focus

_____ Section Focus Transparency 29 and Master

Teach

- _____ MiniLab, *SE* p. 230
- _____ Everyday Chemistry, *SE* p. 234
- _____ Quick Demo, *TWE* p. 229
- _____ Chemistry Journal, *TWE* p. 229
- _____ *ChemLab and MiniLab Worksheets*, p. 29 *TCR*
- _____ Teaching Transparency 28 and Master
- _____ *Spanish Resources*, 8.4 *TCR*

Assess

- _____ Section Assessment, *SE* p. 231
- _____ Check for Understanding, *TWE* p. 231
- _____ Reteach, *TWE* p. 231
- _____ *Study Guide for Content Mastery*, p. 48 *TCR*

_____ *Reviewing Chemistry: Preparing for the Georgia High School Graduation Test*, *TCR*

Enrichment/Application

- _____ Extension, *TWE* p. 231
- _____ *Cooperative Learning in the Science Classroom*, *TCR*

Chapter Assessment

- _____ Chapter 8 Assessment, *SE* pp. 236–239
- _____ Assessment, *TWE* pp. 229, 230, 231, 233
- _____ *Chapter Assessment*, pp. 43–48 *TCR*
- _____ *Alternate Assessment in the Science Classroom*, *TCR*
- _____ *Performance Assessment in the Science Classroom*, *TCR*

Multimedia Options

- _____ **Vocabulary PuzzleMaker Software**, Ch. 8
- _____ **MindJogger Videoquizzes**, Ch. 8
- _____ **TestCheck Software**, Ch. 8
- _____ **Cosmic Chemistry Videodisc**, Disc 2, Side 4
- _____ **Chemistry Interactive CD-ROM**, Ch. 8 quiz
- _____ *Using the Internet in the Science Classroom*, *TCR*
- _____ Chemistry Web site: ga.science.glencoe.com