Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **CHemistry Interactive Learning Log 6**

Directions: For each concept cube use your class packet, notes, and edpuzzle videos to fill in each section. Select your feelings about your understanding of the concept by circling a face **🙂😐😟**. Then complete the “reflections of learning” questions. *This will be due on the day of the exam.* You may add additional pages to this handout if you need more room for additional notes or evidence of learning.

* Narrative: Describe and explain the concept. Define new vocabulary.
* Model: Sketch a particle diagram that can help to explain the concept with a key, labels, and notes.
* Mathematical: Provide a numerical relationship connected to the concept. Include units.
* Graphical: Sketch of a graph related to the concept with axes labeled. Define the relationship shown.
* Experimental: Review the procedures, observations, and conclusions of a lab related to the concept.
* Examples: Record examples of the concept (with answers) from labs, quizzes, and packet problems.

| **Rutherford Model of the Atom 🙂😐😟** | |
| --- | --- |
| Model of the atom | Narrative of the atom |
| Model of his experiment | Narrative of his experiment |

| **Subatomic particles 🙂😐😟** | |
| --- | --- |
| Model of location of SAP in **atom** | Narrative of each particle location, mass, and charge |
| Connection to key words:  Atomic Number:  Nuclear Charge:  Mass Number:  Atomic Mass: | Model of Ions |

| **Isotopes and Atomic Mass 🙂😐😟** | |
| --- | --- |
| Model | Narrative |
| Mathematical Example | Graphical |

| **Bohr, Spectra, and Lewis 🙂😐😟** | |
| --- | --- |
| Bohr Model of ground state atom | Narrative of spectra and Bohr levels |
| Bohr Model of excited state atom | Experimental: how to match spectra |

Reflections of Learning: Please provide thoughtful reflections that answer the questions below.

1. Describe the effort you put into understanding the content in the **videos**. Defend your score with an explanation of your video work.

| **Needs Improvement-1** | **Developing-2** | **Proficient-3** | **Mastery-4** |
| --- | --- | --- | --- |
| Didn’t attempt most videos. When videos were attempted, little/no notes were taken. Videos were not often rewatched or rewinded. Did not contact the teacher for help. | Attempted a few videos. Sometimes notes were taken. Rarely videos were rewatched and/or rewinded. May have contacted the teacher for help a few times. | Attempted most videos. Notes were taken as needed but pretty often. Videos were rewatched and/or rewinded as needed. Contacted the teacher for help when needed. | All videos were attempted. Notes taken on all videos. Videos were rewatched and/or rewinded when needed. Contacted the teacher for help when needed. |

1. Describe the effort you put into understanding the concepts in the **labs**. Defend your score with an explanation of your lab work.

| **Needs Improvement-1** | **Developing-2** | **Proficient-3** | **Mastery-4** |
| --- | --- | --- | --- |
| Absent or did not participate in most labs. Copied data and answers from other students with little to no understanding. Labs were submitted late, incomplete, or not at all. | Mostly participated during labs. Worked with my team to develop answers but other teammates seem to contribute more. Labs were mostly submitted on time and mostly complete. | Participated in all labs. Worked with my team to develop answers equally. Labs were mostly submitted on time and complete. | Participated in all labs. Worked with my team to develop answers. I was a leader of the lab. Labs were mostly submitted on time and always complete. |

1. Describe the effort you put into studying for **quizzes** and reviewing quizzes. Defend your score with an explanation.

| **Needs Improvement-1** | **Developing-2** | **Proficient-3** | **Mastery-4** |
| --- | --- | --- | --- |
| Did not study for quizzes. When quizzes were handed back, I rarely took notes about incorrect answers. | Occasionally studied for quizzes by rereading notes and/or rewatching videos. When quizzes were handed back, I sometimes took notes about incorrect answers. | Studied for most quizzes by rereading notes and retrying old practice examples. When quizzes were handed back, I asked questions and took notes about incorrect answers. | Studied for most quizzes by rereading notes and retrying old practice examples. Studied with my peers by quizzing ourselves. When quizzes were handed back, I usually asked questions and took notes about incorrect answers. |

1. Rate your overall **participation** in class for this unit on a scale of 0-100. Defend your score with evidence/explanation of your work and effort. **Rating: \_\_\_\_\_\_\_\_\_\_ / 100**
2. Comment on how these logs are working for you. Are they helpful and in what way? How could they be improved to help you study and organize your notes?