

Dougherty Valley HS Chemistry - AP
Intermolecular Forces One Pager

One Pager Instructions on back of this paper.
Do the One Pager on this side of the page.



Name:

Period:

Seat#:

Dougherty Valley HS Chemistry - AP

Intermolecular Forces One Pager

Go through your binder and composition notebook to brainstorm the topics we have covered this chapter. Remember – I will never give you a definitive list of topics to study, because we have no idea what the AP test might cover, the out of the box questions they may ask, topics they may combine! You can/will be assessed on not just whether you have memorized the material, but also if you can apply the information to a new scenario/situation/context/example. Remember – there is a difference between “knowing” something and truly “understanding” something – memorization vs applying!

One Pager Instructions

A one-pager is a written **and** graphic interpretation of what you’ve learned presented on a single sheet of paper. In this case, you will demonstrate that you have successfully practiced strategies commonly used by effective learners. The one-pager will help showcase your thoughts and will provide a reference for later review or further study of the topics.

Guidelines:

- Fill the entire paper - minimize the white space in a meaningful way!
- Must represent all topics from chapter.
- Writing must be in ink, no pencil.
- Use color for illustrations.
- Include all required information (arrange it on page any way you choose).
- Must show higher level THINKING and PROCESSING of the information, not just regurgitating every fact you learned.
- Needs to show a high level of effort, detail, thought, and care. This is not something you scribble out during brunch before class starts!
- Must be clear, easy to read, understandable

Required Information – MUST LABEL SECTIONS AND USE BOXES TO SEPARATE SECTIONS

- | | |
|--|---|
| <input type="checkbox"/> Chapter number and title | <input type="checkbox"/> Visual representations of the important aspects of the chapter |
| <input type="checkbox"/> Five most important vocabulary words/terms | <input type="checkbox"/> Two higher level questions about the concepts INCLUDING answers. These are not <i>calculations</i> to solve. |
| <input type="checkbox"/> Key equations (with names of equations if applicable). | <input type="checkbox"/> Two annotated/explained “representative practice problems” for any topics related to math. Needs to be more than just listing the steps – that isn’t explaining anything! If no math in the chapter then does not need to be included. |
| <input type="checkbox"/> List of key big concepts/topics (not vocab words) | |
| <input type="checkbox"/> Explanations of words or ideas that correspond to the chapter | |
| <input type="checkbox"/> A “warning” or “tips” section | |

5	4	3	2	1	0
All expectations and required elements were followed/included	Many expectations and required elements followed/included	Some expectations and required elements were followed/ included.	Few of the expectations and required elements were followed/ included.	Very few of the expectations and required elements were followed/ included.	
Elements done in an extremely detailed and high level manner.	Elements done in a detailed and high level manner.	Elements lacking detail or not done in a high level manner.	Elements significantly lacking detail or not done in a high level manner.	Elements significantly lacking detail or not done in a high level manner.	
Demonstrates deep and substantial understanding of the material.	Demonstrates a significant understanding of the material.	Demonstrates a moderate understanding of the material.	Demonstrates a superficial understanding of the material.	Does not demonstrate understanding of the material.	
A significant AP level effort and detail shown.	An attempt at an AP level effort and detail shown.	A greater attempt at an AP level effort and detail needed.	A greater attempt at an AP level effort and detail needed.	A greater attempt at an AP level effort and detail needed.	