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Content integration project

This school year 2006-2007 I'm teaching two different levels of chemistry, College prep and Honor Chem., also for the first time Honor Chem.-lab.

When I look back to my teaching style last year before I had finished Chemistry 501, I can tell there is a noticeable difference this year from the last one.

I believe that I have more insight of what I'm doing now, my thoughts is more organized at same time I'm using different and new teaching methodologies, for the first time I'm using POGIL in my classroom and I'm monitoring the progress of my students.

I want to start here with the nine fundamental concepts in chemistry; I put those concepts in my course content, which I handed to my students as also to their parents (during the open house) at the beginning of the school year.

I went over these fundamental concepts with my students, I also mentioned we will cover in Honor course seven concepts (we don't cover reaction mechanisms nor Entropy), and for CP level we cover only six concepts (same as honor plus we don't cover chemical kinetics).

I believe by just stating these fundamental concepts there in my course content, it was made clear to both me and my students about what we will do during the school year, it also helped me to make decisions about what I need to teach and which part I can skip or just assign it for individual work.

The main other piece from Chemistry 501 is using POGIL in my classroom, I myself didn't enjoy doing POGIL that much, but I know for sure it's a very effective way of teaching and it's last learning style, that's how I decide to use POGIL for the first time with my students.

I have started with my honor class, my first POGIL was the exact same one from 501 about formal charge and Lewis dot structure, from there I started to seek more POGIL online and I found many of them suitable for high school students especially on www.pogil.org.

I wasn't thrilled by the turn over from the first POGIL but I recognized it was a little upon their reach, and I made my mind to try different POGILs with honor students at same time give a try to the CP students and see how they going to handle it.

I was really surprised to see the CP students enjoyed doing POGIL much more than honor level, they asked me for more POGIL because they believe it give them better understanding on the other hand the honor students just like to have the answer without putting too much effort to figure out the answer themselves.

I'm hoping by the end of this school year I'll have descent POGIL file which cover most topics in my course, some of these POGIL are really good and I'm going to use them again, others didn't work good enough and I may either change it or just don't use it in the future.

In the near future I'm looking to create my own POGILs, I also need to review some of the old ones and modify them to fit my students' level.

Up till now I didn't use PIMs in my class in a formal way, it is another thing I'd give it a try and see how it will benefit my students.

After applying and integrating what I have learned in Chemistry 501 in my classroom, I can tell for sure my students benefit a lot from both the new insight I have in Chemistry as much as using POGILs in classroom.