AP Chemistry

**The Periodic Kingdom**

Final Essays

Answer each of the following questions using complete sentences. The answers must be typed and must completely answer the prompt. **Due October 31st**.

1. Is P.W. Atkins a reputable author? In other words, is he qualified to write this book? Support your answer with data.
2. Choose the one chapter in the book that was the most difficult for you to understand. Summarize the chapter and explain your choice.
3. Discuss whether you felt the analogy of the periodic table as a map of a kingdom was effective in explaining its organization. Include specific examples to justify your opinion.
4. Discuss anything new that you learned from this book that was not discussed in this or previous chemistry classes. Use specific examples from the book.

Rubric

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|  **Level of Performance**  | **4=Exemplary** | **3=Proficient** | **2=Developing**  | **1=Beginning**  |
| **Criteria** |
| **Key Ideas and Content** | Independently identify and explain main purpose and related purposes of text using relevant ideas and details from the text.Independently demonstrate active reading by drawing and supporting valid conclusions. | Independently identify and explain main purpose of text using relevant ideas and details from the text.Independently demonstrate active reading by drawing and supporting valid conclusions. | With some teacher support, identify and explain main purpose of text using relevant ideas and details from the text.With some teacher support, demonstrate active reading by drawing and supporting valid conclusions. | Even with teacher support, does not identify and explain main purpose of text using relevant ideas and details from the text.Even with some teacher support, does not demonstrate active reading by drawing and supporting valid conclusions. |
| **Craft and Structure** | Skillfully and imaginatively understand and apply content vocabulary in speaking and writing. Independently make innovative connections, ask probing questions, and make logical and creative inferences.  | Independently understand and apply content vocabulary in speaking and writing. Independently make appropriate connections, ask relevant questions, and make logical inferences.  | With some teacher support, understand and apply content vocabulary in speaking and writing. With some teacher support, make appropriate connections, ask relevant questions, and make logical inferences.  | Even with some teacher support, does not consistently understand and apply content vocabulary in speaking and writing. Even with some teacher support, does not consistently make appropriate connections, ask relevant questions, and make logical inferences.  |
| **Organization** | Logically and creatively develops complex ideas using clearly defined paragraphs, transitions, and other structures appropriate to task and discipline.  | Develops complex ideas using paragraphs, transitions, and other structures appropriate to task and discipline.  | Addresses complex ideas but organizational structure is weak or unclear. | Does not address complex ideas and there is little or no organizational structure. |
| **Word Choice** | Skillfully and imaginatively uses varied language/vocabulary appropriate to the task and discipline. | Accurately uses varied language/vocabulary appropriate to the task and discipline. | Uses language/vocabulary that is sometimes inappropriate or redundant to the task and discipline. | Uses language/vocabulary that is inappropriate to the task and discipline. |
| **Sentence Fluency** | Always uses complete, varied and well structured sentences. | Always uses complete and well structured sentences. | Mostly uses complete and well structured sentences; some fragments or run-ons. | Uses few or no complete and well structured sentences. |
| **Grammar and Conventions** | Has few or no errors in spelling, grammar, punctuation or presentation that do not interfere with communication. | Has some errors in spelling, grammar, punctuation or presentation that do not interfere with communication. | Has many errors in spelling, grammar, punctuation or presentation that somewhat interfere with communication. | Has serious errors in spelling, grammar, punctuation or presentation that interfere with communication. |
|  | 24 pts maximum |  |  |  |