ADVANCED CHEMISTRY Mrs. Packard

 This year, in Advanced Chemistry, we will be using a “Flipped Classroom” method. In a Flipped Classroom, you as the student will be watching online videos or other resources at home and taking notes on the material presented. Then in class, we will have a short review of the material and spend the majority of the time working together (in small groups or individually) to demonstrate understanding of the material.

 Most of the topics in chemistry have a mathematical basis, so we will be spending our in-class time working to solve problems or perform experiments.

 Your homework will most often consist of taking notes at home from the online videos. I suggest using the Cornell method of note-taking. We will practice this in class until you are confident to try it at home. If it doesn’t work for you, you are welcome to use another method that may be easier for you.

 The basics of Cornell note-taking are provided in an online document at [www.schoology.com](http://www.schoology.com) under the files link. The Cornell method provides a systematic format for condensing and organizing notes. The student divides the paper into two columns: the note-taking column (usually on the right) is twice the size of the questions/key word column (on the left). The student should leave five to seven lines, or about two inches, at the bottom of the page.

 Notes from a lecture or teaching are written in the note-taking column; notes usually consist of the main ideas of the text or lecture, and long ideas are paraphrased. Long sentences are avoided; symbols or abbreviations are used instead. To assist with future reviews, relevant questions (which should be recorded as soon as possible so that the lecture and questions will be fresh in the student's mind) or key words are written in the key word column. Cornell notes can be taken from any source of information, such as fiction and nonfiction books, DVDs, lectures, text books, etc.

 Within 24 hours of taking the notes, the student should revise and write questions and then write a brief summary in the bottom five to seven lines of the page. This helps to increase understanding of the topic. When studying for either a test or quiz, the student has a concise but detailed and relevant record of previous classes.

 When reviewing the material, the student can cover the note-taking (right) column while attempting to answer the questions/keywords in the key word or cue (left) column. The student is encouraged to reflect on the material and review the notes regularly.