Name _____

How much is a mole?

Owning my learning: The learning intentions or goals for the unit are listed below. Completing this table can help you determine what you know and the level to which you know it. Place a check mark in the box that best describes your learning level at the beginning of the learning and after we have learned together. The columns are numbered 1 to 4 to indicate the following levels of proficiency:

1	Emerging	"I'm just getting started."	2	Developing	"I get some of it."
3	Accomplished	"I get it."	4	Extending	"I can teach a friend."

Be honest with yourself as you complete the checklist to filter what you know from what you don't know and remember to study efficiently and effectively, study what you don't know.

I Can State:

1	2	3	4	
○	○	○	○	Avogadro's hypothesis
○	○	○	○	Avogadro's number

I Can Calculate:

1	2	3	4	
○	○	○	○	Number of particles ↔ number of moles
○	○	○	○	Mass ↔ moles
○	○	○	○	Mass ↔ number of particles
○	○	○	○	Molar mass of compounds

I Can Use:

1	2	3	4	
○	○	○	○	Relative mass to determine numbers of things

I Can Design/Conduct Experiments to:

1	2	3	4	
○	○	○	○	Determine the number of moles used in a reaction