

6 Structure and Properties of Matter

Content Area: **Science**
Course(s): **Applied Physical Science**
Time Period: **April**
Length: **25 days**
Status: **Published**

Unit Overview:

In this unit of study, students use investigations, simulations, and models to make sense of the substructure of atoms and to provide more mechanistic explanations of the properties of substances. Chemical reactions, including rates of reactions and energy changes, can be understood by students at this level in terms of the collisions of molecules and the rearrangements of atoms. Students are able to use the periodic table as a tool to explain and predict the properties of elements. Students are expected to communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials. The crosscutting concepts of structure and function, patterns, energy and matter, and stability and change are called out as the framework for understanding the disciplinary core ideas. Students use developing and using models, planning and conducting investigations, using mathematical thinking, and constructing explanations and designing solutions. Students are also expected to use the science and engineering practices to demonstrate proficiency with the core ideas.

Enduring Understandings:

- Atoms can combine to form more complex forms of matter
- Atoms have a defined structure that gives each element its unique properties.
- Atoms react with other atoms by sharing or exchanging subatomic particles.
- The evolutionary model of the atom was developed through analysis and observations of controlled scientific experimentation

Essential Questions:

- How do the differences in the properties of subatomic particles help to explain the current model of the atom?
- How does the structure of the atom help to explain the properties of elements?
- How does the structure of the atom help to explain the ways in which atoms combine to form new compounds?

Standards/Indicators/Student Learning Objectives (SLOs):

- SWBAT discuss the timeline of the discoveries of atomic structure
- SWBAT draw models of atoms and discuss what is good and bad about the model
- SWBAT explain why atoms bond with other atoms, and what are the common different ways in which they do

- SWBAT link the structure of matter to its properties

SCI.HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
SCI.HS-PS1-3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
SCI.HS-PS1-8	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
SCI.HS-PS2-6	Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
SCI.HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

Lesson Titles:

- Atomic Structure
- Attraction and Repulsion
- Balancing Chemical Reactions
- Function and Design
- Outside Electrons
- Periodic Table
- Periodic Trends
- Structure of Matter

Career Readiness, Life Literacies & Key Skills

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Inter-Disciplinary Connections:

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
MA.N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
MA.N-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
MA.N-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
MA.N-VM.A.1	Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v} , $ \mathbf{v} $, $ \mathbf{v} $, v).
MA.N-VM.B.5	Multiply a vector by a scalar.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.6	<p>Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</p> <p>An expression is a record of a computation with numbers, symbols that represent numbers, arithmetic operations, exponentiation, and, at more advanced levels, the operation of evaluating a function. Conventions about the use of parentheses and the order of operations assure that each expression is unambiguous. Creating an expression that describes a computation involving a general quantity requires the ability to express the computation in general terms, abstracting from specific instances.</p> <p>An equation is a statement of equality between two expressions, often viewed as a question asking for which values of the variables the expressions on either side are in fact equal. These values are the solutions to the equation. An identity, in contrast, is true for all values of the variables; identities are often developed by rewriting an expression in an equivalent form.</p> <p>Algebraic manipulations are governed by the properties of operations and exponents, and the conventions of algebraic notation. At times, an expression is the result of applying operations to simpler expressions. For example, $p + 0.05p$ is the sum of the simpler expressions p and $0.05p$. Viewing an expression as the result of operation on simpler expressions can sometimes clarify its underlying structure.</p>

The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = ((b_1 + b_2)/2)h$, can be solved for h using the same deductive process.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs of numbers, which can be plotted in the coordinate plane. Two or more equations and/or inequalities form a system. A solution for such a system must satisfy every equation and inequality in the system.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Valence electrons and the Octet Rule notes
- Atomic Structure Notes
- Balancing chemical reactions notes
- Balancing reactions practice
- Building an atom simulation
- Castle of Medeleev activity
- Coloring groups of the Periodic Table
- Drawing Atoms
- Lewis Structures practice
- Periodic Table notes
- Periodic Trend investigation
- Predicting element's properties from Trends
- Structure of Matter notes
- Structure practice

Modifications

ELL Modifications:

- Focus on domain specific vocabulary and keywords
- Front load information
- Group students
- Provide ELL students with multiple literacy strategies
- Sheltered English Instruction
- Use real objects when possible

IEP & 504 Modifications:

- less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching)
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides
- scaffolded notes
- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)

G&T Modifications:

- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a specific career they are interested in? How would this apply to their interest?)
- Employ differentiated curriculum to keep interest high.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Invite students to explore different points of view on a topic of study and compare the two.
- Provide additional rigorous challenge problems for advanced students
- Student led/directed discussions

At Risk Modifications

- guided notes
- hands-on Instruction
- modeling and showing lots of examples
- non-verbal redirection of behaviors
- outlines & graphic organizers
- scaffolded notes
- slower pacing of materials
- study guides

Alternative assessments:

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments:

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Skills-based assessment

Reading response

Writing prompt

Lab practical

Formative Assessment:

- Anticipatory Set
- Atomic structure quiz
- Closure
- Periodic table quiz
- Properties quiz
- Warm-Up

Summative Assessment:

- Alternate Assessment
- Marking Period Assessment
- Personalized assessment
- Structure and Properties Unit test

Resources & Materials:

- Lab equipment

- Notes
- practice
- study guides

Technology:

- Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. 8.1.12.D.5
- Apply previous content knowledge by creating and piloting a digital learning game or tutorial. 8.1.12.B.2
- chromebook
- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. 8.1.12.C.1
- http://phet.colorado.edu/sims/html/build-an-atom/latest/build-an-atom_en.html
- <https://sites.google.com/site/mantonphysicalscience/>
- Internet
- Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers. 8.1.12.E.2

TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.