Feb. 4A Gr.8 : Combining and Separating Matter

Content Area: **Science**
Course(s):
Time Period: **February**
Length: **1 Week**
Status: **Published**

Unit Overview

Substances like salt and sugar mix physically but not chemically like vinegar and baking soda. This concept will teach you more about the different kinds of mixtures.

Enduring Understandings

Lesson Objectives

By the end of the lesson, students should be able to:

- Describe a mixture, a solution, and a pure substance.
- Distinguish between solutions, colloids, suspensions, and mixtures.
- Separate mixtures into their components using a variety of methods.

Essential Questions

- **Overarching Question**
    - How can one explain the structure, properties, and interactions of matter?
- **Focus Question**
    - How do particles combine to form the variety of matter one observes?
- **Lesson Questions**
    - How do mixtures, solutions, and pure substances differ?
    - How are solutions, suspensions, and colloids similar and different?
    - How do the substances of mixtures affect the process of separation?
- **Can You Explain?**

- How does matter form different types of mixtures?

Instructional Strategies & Learning Activities

Science 8th grade
Law of Conservation of Mass
Atoms, Elements, Bonding and Compounds
Conservation of Mass- Dalton's Atomic Theory in Action

Objective(s)
Students will learn about the fundamental forces which create and control the interactions between atoms to form all matter. Students will understand how scientists prove mathematically chemical reactions do not create or destroy mass.

Goal(s)
Students will recognize how the physical construction of an atom through its subatomic particle count and configuration dictates its placement on the periodic table of the elements and consequently controls its interactions with other elements. These interactions include various types of bond formation which lead to the creation of compounds both natural and synthetic.

Students will be able to name reaction types according to the products that are created (synthesis, decomposition and replacement). Additionally, students will be able to prove that atoms are not created or destroyed during the chemical reaction process, only rearranged according to Dalton's Atomic theory.
Procedures
Students will use their informational packets and handouts in order to complete their lessons.
students will use a variety of informational sources including text, video, demonstrations, labs and online research.
Course Material TCI Bring Science Alive- Matter- Unit 1:1 Atoms and Elements
Assessment
class discussion
review of assignments
quizzes
tests
projects/ labs

Differentiation

<u>Change the Pace:</u>

pre-testing

curriculum compacting

tiered activities (start with more difficult activities and skip the easier ones)

independent study

learning centers (skip centers that student has mastered)

Change the Delivery/Content:

mini-lessons for small groups

use different resources (higher level books, higher level response questions, open ended questions/problems…)

curriculum compacting

independent study

open-ended questions

teacher conferences

reading journals

Change the Product:

choice boards or Tic Tack Toe menus

student choice options

game creation

technology-based products/presentations

Change the Process - Add Depth:

tiered activities

open-ended activities

higher-level questions

student experts

increase complexity, decrease structure

Change the Process - Add Breadth:

choice boards or Tic Tack Toe menus

interdisciplinary units

Science 8th grade Periods
Law of Conservation of Mass
Atoms, Elements, Bonding and Compounds
Conservation of Mass- Dalton's Atomic Theory in Action

Objective(s)
Students will learn about the fundamental forces which create and control the interactions between atoms to form all matter. Students will understand how scientists prove mathematically chemical reactions do not create or destroy mass.

Goal(s)
Students will recognize how the physical construction of an atom through its subatomic particle count and configuration dictates its placement on the periodic table of the elements and consequently controls its interactions with other elements. These interactions include various types of bond formation which lead to the creation of compounds both natural and synthetic.

Students will be able to name reaction types according to the products that are created (synthesis, decomposition and replacement). Additionally, students will be able to prove that atoms are not created or destroyed during the chemical reaction process, only rearranged according to Dalton's Atomic theory.
Procedures
Students will use their informational packets and handouts in order to complete their lessons.
students will use a variety of informational sources including text, video, demonstrations, labs and online research.
Course Material TCI Bring Science Alive- Matter- Unit 1:2 Molecules and Extended Structures
Assessment
class discussion
review of assignments
quizzes
tests
projects/ labs

Differentiation

<u>Change the Pace:</u>

pre-testing

curriculum compacting

tiered activities (start with more difficult activities and skip the easier ones)

independent study

learning centers (skip centers that student has mastered)

<u>Change the Delivery/Content:</u>

mini-lessons for small groups

use different resources (higher level books, higher level response questions, open ended questions/problems…)

curriculum compacting

independent study

open-ended questions

teacher conferences

reading journals

Change the Product:

choice boards or Tic Tack Toe menus

student choice options

game creation

technology-based products/presentations

Change the Process - Add Depth:

tiered activities

open-ended activities

higher-level questions

student experts

increase complexity, decrease structure

Change the Process - Add Breadth:

choice boards or Tic Tack Toe menus

interdisciplinary units

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.2.8.CAP	Career Awareness and Planning
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
WRK.9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
TECH.9.4.8.GCA	Global and Cultural Awareness
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and

	income.
	Multiple solutions often exist to solve a problem.
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Technology and Design Integration

Technology is fully integrated using Discovery Techbook.

CS.6-8.8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
CS.6-8.8.1.8.DA.5	Test, analyze, and refine computational models.
	People use digital devices and tools to automate the collection, use, and transformation of data. The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.
	Computer models can be used to simulate events, examine theories and inferences, or make predictions.

Interdisciplinary Connections

LA.RST.6-8	Reading Science and Technical Subjects
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LA.RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
LA.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LA.RST.6-8.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
LA.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or

	digital text, video, multimedia) to present a particular topic or idea.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LA.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
LA.RI.8.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Differentiation

Struggling Students	ELL	Accelerated Students
1. Ask students to use a three-column chart to compare and contrast the three states of matter. 2. Have students examine the physical (density) and chemical properties (flammability) of oil and vinegar and compare these properties after they are mixed together.	1. Assist students in identifying familiar prefixes and/or words within words for each glossary term (e.g. *heterogeneous* is from the Greek word *heteros*, which means "different" and the Latin word *genus*, which means "born"). 2. Encourage students to demonstrate their understanding by drawing concepts. For example, they can create their own diagrams illustrating different types of mixtures.	1. Before they read the Core Interactive Text, have students use their previous knowledge of combining and separating mixtures to formulate two or three questions they have about the three states of matter and how they would investigate these questions. 2. Have groups of students conduct Internet or library searches in order to classify fog as a homogeneous or heterogeneous mixture and to answer other questions you might pose. Have them report their findings back to the class. 3. Ask students to explain whether substances in a mixture retain their physical and chemical properties. Use several examples of mixtures in the discussion.

Differentiation in science can be accomplished in several ways. Once you have given a pre-test to students, you know what information has already been mastered and what they still need to work on. Next, you design activities, discussions, lectures, and so on to teach information to students. The best way is to have two or three groups of students divided by ability level.

While you are instructing one group, the other groups are working on activities to further their knowledge of the concepts. For example, while you are helping one group learn the planet names in order, another group is researching climate, size, and distance from the moon of each planet. Then the groups switch, and you instruct the second group on another objective from the space unit. The first group practices writing the order of the planets and drawing a diagram of them.

Here are some ideas for the classroom when you are using differentiation in science:

- Create a tic-tac-toe board that lists different activities at different ability levels. When students aren't involved in direct instruction with you, they can work on activities from their tic-tac-toe board. These boards have nine squares, like a tic-tac-toe board; and each square lists an activity that corresponds with the science unit. For example, one solar system activity for advanced science students might be to create a power point presentation about eclipses. For beginning students, an activity might be to make a poster for one of the planets and include important data such as size, order from the sun, whether it

has moons, and so on.

- Find websites on the current science unit that students can explore on their own.
- Allow students to work in small groups to create a project throughout the entire unit. For example, one group might create a solar system model to scale. Another group might write a play about the solar system. This is an activity these groups can work on while they are not working directly with you.

Differentiation in science gets students excited to learn because it challenges them to expand their knowledge and skills, instead of teaching the whole group concepts they have already mastered

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

In addition to differentiated instruction, IEP's and 504 accommocations will be utilized.

In addition to differentiated instruction, IEP's and 504 accommocations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Pre and post assessments to measure growth.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

See assessments located in links above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See assessments located in links above.

Instructional Materials

See materials located in links above.

Discovery Techbook

Teacher made materials

Additional labs are available through NJCTL on-line curriculum

Standards

	Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
	Developing and Using Models
SCI.MS.PS1.A	Structure and Properties of Matter
	Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.
	Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals).