

# Jan. 4E Gr. 8: Chemical Reactions and Equations

Content Area: **Science**  
Course(s):  
Time Period: **January**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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A chemical reaction occurs when two elements are joined with one another. In this concept, you will learn how and why chemical reactions occur when we combine different elements.

## Enduring Understandings

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- **Lesson Objectives**

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

- List the indicators that a chemical reaction has occurred and explain what happened.
- Identify the reactants and products in a chemical reaction.
- Distinguish between endothermic and exothermic chemical reactions.
- Explain the law of conservation of mass.
- Explain how chemical reactions are represented so that mass is conserved.
- Correctly balance given unbalanced chemical equations.
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## Essential Questions

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- **Focus Questions**

- How do substances combine or change (react) to make new substances?
- How does one characterize and explain these reactions and make predictions about them?

- **Lesson Questions**

- How do scientists represent chemical reactions?
- How is it determined that a chemical reaction has occurred?
- How are chemical equations written to show that mass is conserved?

- **Can You Explain?**

- What happens during a chemical reaction, how do you know when a chemical reaction has occurred, and how can you represent chemical reactions with equations?

## **Instructional Strategies & Learning Activities**

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- [The Five E Instructional Model](#)

Science Techbook follows the 5E instructional model. As you plan your lesson, the provided Model Lesson includes strategies for each of the 5Es.

- [Engage \(45–90 minutes\)](#)

Students are asked to consider the properties of the unpleasant odor produced by skunks, including why this odor is so difficult to get rid of. Students begin to formulate ideas around the Can You Explain? (CYE) question.

- [Explore \(135 minutes\)](#)

Students investigate how scientists represent chemical reactions by using evidence from text and media assets. Students complete Hands-On Activities to explore changes in state and how mass is conserved in chemical reactions.

- [Explain \(45–90 minutes\)](#)

Students construct scientific explanations to the CYE question by including evidence of what happens during a chemical reaction, how one knows when a chemical reaction has occurred, and how reactions are expressed as equations.

- [Elaborate with STEM \(45–135 minutes\)](#)

Students apply their understanding of chemical reactions as they learn about research conducted by chemists, investigate how to use chemistry to create an ice pack, and analyze the reaction of a burning candle.

- [Evaluate \(45–90 minutes\)](#)

Students are evaluated on the state science standards, as well as Standards in ELA/Literacy and Standards in Math standards, using Board Builder and the provided concept summative assessments.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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Students will work in small groups or partnerships, as chemists, to conduct investigations, build models or

prototypes and present findings.

TECH.9.4.8.CI.4	<p>Explore the role of creativity and innovation in career pathways and industries.</p> <p>An individual's strengths, lifestyle goals, choices, and interests affect employment and income.</p> <p>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>
WRK.9.2.8.CAP.10	<p>Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</p> <p>Multiple solutions often exist to solve a problem.</p>
WRK.9.2.8.CAP.12	<p>Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p>
WRK.9.2.8.CAP.3	<p>Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p>
TECH.9.4.8.IML.1	<p>Critically curate multiple resources to assess the credibility of sources when searching for information.</p>
TECH.9.4.8.IML.3	<p>Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</p>
TECH.9.4.8.IML.4	<p>Ask insightful questions to organize different types of data and create meaningful visualizations.</p>

## **Technology and Design Integration**

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Technology is fully integrated using Discovery Techbook.

CS.6-8.8.1.8.DA.1	<p>Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>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.</p>
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## **Interdisciplinary Connections**

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LA.SL.8.4	<p>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.</p>
LA.RI.8.1	<p>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.</p>
LA.W.8.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p>
LA.RI.8.4	<p>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</p>

	choices on meaning and tone, including analogies or allusions to other texts.
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.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.
MA.6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
MA.6.RP.A.3a	Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
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.
MA.6.RP.A.3b	Solve unit rate problems including those involving unit pricing and constant speed.
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.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.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.

## Differentiation

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### Struggling Students    ELL

- Using a two-column chart, ask students to compare and contrast exothermic and endothermic reactions.
- Have students create a diagram that depicts conservation of mass during chemical reactions that involve changes in state.

- Assist students in identifying familiar prefixes and/or words within words for each glossary term (e.g., *endothermic* is from the Greek word *endon*, which means “in” or “within” and *thermic* is from the Greek word *thermos*, which means “hot” or “warm”).
- Encourage students to demonstrate their understanding by drawing concepts. For example, they can create a diagram showing a molecule, atom, electron, and bond.

### Accelerated Students

- Before they read the Core Interactive Text, have students use their previous knowledge of chemical reactions to describe how they would know whether a chemical reaction had taken place. Make a list and have students generalize the ideas, e.g., changes in state, changes in properties.
- Using their current knowledge of chemical reactions, ask students to brainstorm further S.T.E.M. connections to other disciplines.

[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**

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

### **Modifications and Accommodations used in this unit:**

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

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## **Benchmark Assessments**

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**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**

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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**

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**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**

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See materials located in links above.

Discovery Techbook

Teacher made materials

Additional labs are available through NJCTL on-line curriculum

## **Standards**

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	Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.
SCI.MS.PS1.B	Chemical Reactions Energy and Matter Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.
SCI.MS-PS1-5	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. Matter is conserved because atoms are conserved in physical and chemical processes.
SCI.MS-PS1	Matter and its Interactions
6-8.MS-PS1-5	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
6-8.MS-PS1-5.PS1.B	Chemical Reactions
6-8.MS-PS1-5.PS1.B.1	Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.
6-8.MS-PS1-5.PS1.B.2	The total number of each type of atom is conserved, and thus the mass does not change.