April 5C Gr.8: Heat and Temperature

Content Area: **Science**
Course(s):
Time Period: **April**
Length: **1 Weeks**
Status: **Published**

Unit Overview

Temperature is a measurement of the kinetic energy in a substance. Heat is energy that can move from a warmer object or location to a cooler one. This concept will further illustrate the difference between heat and temperature.

Enduring Understandings

Lesson Objectives

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

- Identify heat as a form of energy that always flows from an object at a higher temperature to an object at a lower temperature.
- Understand that adding heat to an object increases the kinetic energy of its molecules.
- Explain the three processes by which heat is transferred—radiation, conduction, and convection.
- Distinguish between heat and temperature.
- Explain how two objects of different mass can have the same temperature but a different amount of thermal energy.

Essential Questions

- **Overarching Question**
    - How is energy transferred and conserved?
- **Focus Questions**
    - What is energy?
    - What is meant by conservation of energy?
    - How is energy transferred between objects or systems?
- **Lesson Questions**

- What is the relationship between thermal energy, temperature, and the motion of molecules in a substance?
- What is heat and how does it affect the molecules of a substance?
- How can heat be transferred from one object to another?

- **Can You Explain?**

  - What happens to an object when heat is added to it?

Instructional Strategies & Learning Activities

- 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 presented with the concepts of heat and temperature and the relationship between them. Students begin to formulate ideas around the Can You Explain? (CYE) question.

- Explore (90 minutes)

  Students investigate the relationship among thermal energy, temperature, and the motion of molecules in substances. Students complete a Hands-On Activity using beakers of water to discover how heat flows from one liquid to another.

- Explain (45–90 minutes)

  Students construct scientific explanations to the CYE question by exploring what happens to an object when heat is added to it.

- Elaborate with STEM (45–135 minutes)

  Students apply their understanding of the relationship between heat and temperature by exploring cooking, designing a skillet handle, and research engineering projects that reduce the impact of global warming.

- Evaluate (45 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

Students will learn about engineering associated with heat flows.

	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
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.
TECH.9.4.8.CI	Creativity and Innovation
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP	Career Awareness and Planning

Interdisciplinary Connections

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.
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.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
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.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.
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.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation

	above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
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.
MA.6.SP.B.5	Summarize numerical data sets in relation to their context, such as by:

Differentiation

Struggling Students

1. Discuss and review with students the particle model of matter and how the particles are called atoms and molecules. These particles are always moving. The higher the temperature, the faster the motion of the particles.
2. Remind students of other forms of energy besides heat: sound, light, motion, chemical, and electrical.

ELL

1. Encourage students to study the following glossary terms: expand, state of matter, thermometer, and temperature (weather)
2. There is a Spanish version of the virtual lab available "Too Hot to Handle".

Accelerated Students

1. Expect students to develop a plan as described in the fourth tab of the virtual lab "Too Hot to Handle" and submit it to you.

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.

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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

SCI.MS.PS1.A	Structure and Properties of Matter
	Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals).
SCI.MS-PS1-4	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
	The term “heat” as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects.
SCI.MS.PS3.B	Conservation of Energy and Energy Transfer
SCI.MS.PS1.A	Structure and Properties of Matter
SCI.MS-PS3	Energy
	Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
SCI.MS.PS3.B	Conservation of Energy and Energy Transfer
	Energy is spontaneously transferred out of hotter regions or objects and into colder ones.
	Gases and liquids are made of molecules or inert atoms that are moving about relative to each other.
SCI.MS-PS3-4	Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
	The transfer of energy can be tracked as energy flows through a designed or natural system.
	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.
	Energy and Matter
SCI.MS-PS1-2	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
SCI.MS.PS1.A	Structure and Properties of Matter
	The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.
SCI.MS-PS1	Matter and its Interactions
SCI.MS-PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
	In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.
	Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.