

# 10: Elements, Compounds, & Mixtures

Content Area: **Special Education**

Course(s):

Time Period: **Full Year**

Length: **4 weeks**

Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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Physical Science establishes a basic approach to the fundamentals of chemistry and physics. The following concepts will be explored: atomic structure, chemical bonding, chemical reactions, the periodic table, kinetic theory, and kinematics. The use of technology to gather and analyze data will be incorporated. This course is concept-oriented with a focus on Chemistry and Physics in the real world. Laboratory work and special projects will facilitate active learning and accommodate different learning styles.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- Matter, on all levels, has predictable properties that can be related to structures of the elements that make up that matter
- Elements and compounds are pure substances. Elements cannot be decomposed into simpler materials by chemical reactions.
- Elements can react to form compounds. Elements and/or compounds may also be physically combined to form mixtures.

## **CONTENT AREA STANDARDS**

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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-PS1-1	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.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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- CRP 2 Apply appropriate academic and technical skills.
- CRP 4 Communicate clearly and effectively and with reason.
- CRP 5 Consider the environmental, social and economic impacts of decisions.
- CRP 6 Demonstrate creativity and innovation.
- CRP 8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP 11 Use technology to enhance productivity.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Formative Assessments**

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Observation, do now, homework

### **Summative Assessments**

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- Benchmarks – departmental benchmark given at the end of MP1, MP2, and MP3
- Alternative Assessments
  - Lab inquiries and investigations
  - Lab Practicals
  - Exploratory activities based on phenomenon
  - Gallery walks of student work
  - Creative Extension Projects
  - Build a model of a proposed solution
  - Let students design their own flashcards to test each other
  - Keynote presentations made by students on a topic
  - Portfolio

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Vernier.com/experiments

Khan Academy, Crash Course Physics, and Bozeman Science

American Chemical Society ([acs.org/content/acs/en/education/resources/highschool.html](https://www.acs.org/content/acs/en/education/resources/highschool.html))

## **INTERDISCIPLINARY CONNECTIONS**

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English, Geometry, Physics

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.