

# 9: 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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- 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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LA.RST.11-12.4	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 11-12 texts and topics.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
MA.K-12.1	Make sense of problems and persevere in solving them.

MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.4	Model with mathematics.
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

## **EVIDENCE OF LEARNING**

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

### **Formative Assessments**

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- Checks for understanding during lesson
- Online feedback (CK-12)
- Do Now activities.
- Student-centered questioning and discussion that is facilitated by instructor.
- Exit Tickets.

### **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://acs.org/content/acs/en/education/resources/highschool.html))

## **INTERDISCIPLINARY CONNECTIONS**

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ELA/Literacy, Geometry, Physics

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.