

Unit 3: Chemical Reactions

Instructional Days: 25

Unit Summary

How do substances combine or change (react) to make new substances?

Students provide molecular-level accounts of states of matters and changes between states, of how chemical reactions involve regrouping of atoms to form new substances, and of how atoms rearrange during chemical reactions. Students also apply their understanding of optimization design and process in engineering to chemical reaction systems. The crosscutting concept of *energy and matter* provides a framework for understanding the disciplinary core ideas. Students are expected to demonstrate proficiency in *developing and using models, analyzing and interpreting data, designing solutions, and obtaining, evaluating, and communicating information*. Students are also expected to use these science and engineering practices to demonstrate understanding of the disciplinary core ideas.

Student Learning Objectives

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. *[Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.] [Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]* **(MS-PS1-5)**

Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.* *[Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.] [Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.]* **(MS-PS1-6)**

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. **(MS-ETS1-3)**

Unit 3: Chemical Reactions

Instructional Days: 25

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
MS-PS1-6	Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes
MS-ETS1-3	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success
PS1.A	Substances are made from different types of atoms, which combine with one another in various ways
PS1.B	Substances react chemically in characteristic ways
PS3.A	The term “heat” as used in everyday language refers both to thermal energy and the transfer of that thermal energy from one object to another
ETS1.B	A solution needs to be tested, and then modified on the basis of the test results, in order to improve it
ETS1.C	Identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process

Unit 3: Chemical Reactions

Instructional Days: 25

Quick Links[Unit Sequence p. 2](#)[Research on Learning p. 6](#)[Connections to Other Units p. 7](#)[What it Looks Like in the Classroom
p. 3](#)[Prior Learning p. 6](#)[Sample Open Education Resources
p. 8](#)[Connecting with ELA/Literacy and
Math p. 4](#)[Future Learning p. 6](#)[Appendix A: NGSS and Foundations
p. 9](#)[Modifications p. 5](#)**Enduring Understandings**

- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
- In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.

Essential Questions

- How do organisms interact within an ecosystem?
- How does energy and matter cycle through ecosystems?
- How can ecosystems be sustained?
- How do humans adapt to changes in resources?

Unit 3: Chemical Reactions

Instructional Days: 25

Unit Sequence	
<i>Part A: What happens to the atoms when I bake a cake?</i>	
Concepts	Formative Assessment
<ul style="list-style-type: none">• Substances react chemically in characteristic ways.• In a chemical process, the atoms that make up the original substances are regrouped into different molecules.• New substances created in a chemical process have different properties from those of the reactants.• The total number of each type of atom in a chemical process is conserved, and thus the mass does not change (the law of conservation of matter).• Matter is conserved because atoms are conserved in physical and chemical processes.• The law of conservation of mass is a mathematical description of natural phenomena.	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none">• Use physical models or drawings, including digital forms, to represent atoms in a chemical process.• Use mathematical descriptions to show that the number of atoms before and after a chemical process is the same.

Unit 3: Chemical Reactions

Instructional Days: 25

Unit Sequence	
Part B: <i>How can a device be designed, constructed, tested, and modified that either releases or absorbs thermal energy by chemical processes?</i>	
Concepts	Formative Assessment
<ul style="list-style-type: none"> • Some chemical reactions release energy, while others store energy. • The transfer of thermal energy can be tracked as energy flows through a designed or natural system. • Models of all kinds are important for testing solutions. • There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. • The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. • A solution needs to be tested and then modified on the basis of the test results in order to for it to be improved. • Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process. • Some of the characteristics identified as having the best performance may be incorporated into the new design. 	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> • Undertake a design project, engaging in the design cycle, to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. • Specific criteria are limited to amount, time, and temperature of a substance. • Analyze and interpret data for the amount, time, and temperature of a substance in testing a device that either releases or absorbs thermal energy by chemical processes to determine similarities and differences in findings. • Develop a model to generate data for testing a device that either releases or absorbs thermal energy by chemical processes, including those representing inputs and outputs of thermal energy. • Track the transfer of thermal energy as energy flows through a designed system that either releases or absorbs thermal energy by chemical processes.

Unit 3: Chemical Reactions

Instructional Days: 25

What It Looks Like in the Classroom

Students begin by gaining understanding that substances react chemically in very characteristic ways. To develop this understanding, students will follow precisely a multistep procedure when carrying out experiments that involve chemical reactions that release energy and chemical reactions that absorb energy. As part of their data analysis, students will integrate quantitative information about atoms before and after the chemical reaction. The analysis will include translating written information into information that is expressed in a physical model or drawing or in digital forms. Reasoning both quantitatively and abstractly to communicate their understanding of these reactions, students will model the law of conservation of matter.

They will use ratio and rate to demonstrate that the total number of atoms involved in the chemical reactions does not change and therefore mass is conserved. Within this unit, students will develop a model of the reactions they observe to describe how the total number of atoms does not change in a chemical reaction. Examples of models could include physical models, drawings, or digital forms that represent atoms. Student models ideally should have the ability to be manipulated to represent the rearrangement of reactants to products as a way to demonstrate that matter is conserved during chemical processes. Students will show how their model provides evidence that the law of conservation of matter is a mathematical description of what happens in nature.

In prior units of study, students have learned about the behavior of particles of matter during a change of state and about characteristic chemical and physical properties of matter. This unit will leverage that prior learning by having students undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. For example, students could design a device that releases heat in a way similar to how heat is released when powdered laundry detergent is mixed with water to form a paste. Students will need to be able to track energy transfer as heat energy is either released to the environment or absorbed from the environment. Students could also design a device that absorbs and stores heat from the environment.

The design problem has already been identified; therefore, the emphasis is on designing the device, controlling the transfer of energy to the environment, and modifying the device according to factors such as type and concentration of substance. The criteria for a successful design have not been determined; therefore, teachers will need to work with students to determine criteria for a successful design. Before attempting to determine criteria, students will conduct a short research project to familiarize themselves with scientific information they can use when designing the device. Students must draw on several sources and generate additional focused questions that allow for further avenues of exploration.

After completing their research, students will compare and contrast the information gained from experiments, simulations,

Unit 3: Chemical Reactions

Instructional Days: 25

videos, or multimedia sources with that gained from their reading about the design of the device. Students, with the support of the teacher, will then write design criteria.

Students are now at a point where they can begin the design process. Prior to construction, students should develop a probability model and use it as part of the process for testing their device. They will use the probability model to determine which designs have the greatest probability of success.

It is important that students use mathematics appropriately when analyzing their test results. They must apply properties of operations to calculate numerical data with numbers in any form, convert between forms as appropriate, and assess the reasonableness of answers using mental computations and estimation strategies.

Students will collect and analyze these numerical data to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Connecting with English Language Arts/Literacy and Mathematics*English Language Arts*

- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks *related to chemical reactions that release energy and some that store energy.*
- Cite specific textual evidence to support analysis of science and technical texts on the design and modification of a device that controls the transfer of energy to the environment using factors such as type and concentration of a substance.
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text *on the design and modification of a device that controls the transfer of energy to the environment using factors such as type and concentration of a substance.*
- *Conduct* research on the design and modification of a device that controls the transfer of energy to the environment using factors such as type and concentration of a substance 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.
- Draw evidence from informational texts to support analysis, reflection, and research on the design and modification of a device that controls the transfer of energy to the environment using factors such as type and concentration of a substance.

Unit 3: Chemical Reactions

Instructional Days: 25

- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points *on the design and modification of a device that controls the transfer of energy to the environment.*

Mathematics

- Integrate quantitative information expressed in words about atoms before and after a chemical process with a version of that information expressed in a physical model or drawing, including digital forms.
- Reason quantitatively and abstractly during communication about melting or boiling points.
- Use mathematics to model the law of conservation of matter.
- Use ratio and rate reasoning to describe how the total number of atoms does not change in a chemical reaction, and thus mass is conserved.
- Reason quantitatively and abstractly: Reason quantitatively using numbers to represent the criteria (amount, time, and temperature of substance) when testing a device that either releases or absorbs thermal energy by chemical processes; reason abstractly by assigning labels or symbols.
- Collect and analyze numerical data from tests of a device that either releases or absorbs thermal energy by chemical processes. Determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. Pose problems with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate the numerical data with numbers in any form, convert between forms as appropriate, and assess the reasonableness of answers using mental computations and estimation strategies.
- Develop a probability model and use it as part of an iterative process for testing to find the probability that a promising design solution will lead to an optimal solution. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy in order to ultimately develop an optimal design.

Unit 3: Chemical Reactions

Instructional Days: 25

Modifications

(Note: Teachers identify the modifications that they will use in the unit. See NGSS Appendix D: [All Standards, All Students/Case Studies](#) for vignettes and explanations of the modifications.)

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)

Unit 3: Chemical Reactions

Instructional Days: 25

Research on Student Learning

Students may think everything that exists is matter, including heat, light, and electricity. Alternatively, they may believe that matter does not include liquids and gases or they are weightless materials. With specially designed instruction, some middle school students can learn the scientific notion of matter.

Students are deeply committed to a theory of continuous matter. Although some students may think that substances can be divided up into small particles, they do not recognize the particles as building blocks, but as formed as basically continuous substances under certain conditions.

Students at beginning of middle school may be at different points in their conceptualization of a "theory" of matter. Although some 5th graders may start seeing weight as a fundamental property of all matter, many students in 6th and 7th grade still appear to think of weight simply as "felt weight" -- something whose weight they can't feel is considered to have no weight at all. Accordingly, some students believe that if one keeps dividing a piece of Styrofoam, one would soon obtain a piece that weighed nothing.

Students of all ages show a wide range of beliefs about the nature and behavior of particles. They lack an appreciation of the very small size of particles; attribute macroscopic properties to particles; believe there must be something in the space between particles; have difficulty in appreciating the intrinsic motion of particles in solids, liquids and gases; and have problems in conceptualizing forces between particles. Despite these difficulties, there is some evidence that carefully designed instruction carried out over a long period of time may help middle-school students develop correct ideas about particles ([NSDL, 2015](#)).

Prior Learning

By the end of Grade 5, students understand that:

- When two or more different substances are mixed, a new substance with different properties may be formed.
- No matter what reaction or change in properties occurs, the total weight of the substances does not change. (*Note: Mass and weight are not distinguished by the end of fifth grade.*)

Unit 3: Chemical Reactions

Instructional Days: 25

Future Learning

Physical science

- Each atom has a charged substructure consisting of a nucleus made of protons and neutrons and surrounded by electrons.
- The periodic table orders elements horizontally according to the number of protons in nucleus of an element's atoms and places elements with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.
- Electrical forces within and between atoms determine the structure and interactions of matter at the bulk scale.
- A stable molecule has less energy than the same set of atoms separated; at least this much energy must be provided in order to take the molecule apart.
- Chemical processes, their rates, and whether or not they store or release energy can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.
- In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.
- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
- Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved even as, within the system, energy is continually transferred from one object to another and between its various possible forms.
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position) of the particles.
- In some cases, the relative position of energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.

Unit 3: Chemical Reactions

Instructional Days: 25

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g., relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.
- The availability of energy limits what can occur in any system.
- Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down).
- Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment.

Unit 3: Chemical Reactions

Instructional Days: 25

Connections to Other Units**Grade 7 Unit 1: 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).
- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.
- 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.

Grade 7 Unit 2: Interactions of Matter

- Gases and liquids are made of molecules or inert atoms that are moving about relative to each other.
- 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.

Unit 3: Chemical Reactions

Instructional Days: 25

Sample of Open Education Resources

[Middle School Chemistry, Chapter 4: Periodic Table and Bonding](#): (Lesson 1 and 2 only) Students look deeply into the structure of the atom and play a game to better understand the relationship between protons, neutrons, electrons, and energy levels in atoms and their location in the periodic table. Predict how elements will react to each other based on their location in the periodic table. Lesson 1: Students are constructing an explanation of why charges attract or repel.

[Middle School Chemistry, Chapter 5: The Water Molecule and Dissolving](#): Students investigate the polarity of the water molecule and design tests to compare water to less polar liquids for evaporation rate, surface tension, and ability to dissolve certain substances. Students also discover that dissolving applies to solids, liquids, and gases.

[Middle School Chemistry, Chapter 6: Chemical Change](#): Students explore the concept that chemical reactions involve the breaking of certain bonds between atoms in the reactants, and the rearrangement and rebonding of these atoms to make the products. Students also design tests to investigate how the amount of products and the rate of the reaction can be changed. Students will also explore endothermic and exothermic reactions. Students are using models to match what happens during a chemical change and mass is conserved.

[Gumdrop Models](#): Students will design a model to explain the structure of an atom. This activity will allow for fast pacing for the gifted and talented students. Students will be given Data Cards to develop and modify models of molecules. Content will be differentiated Data Cards will begin with the construction of an atom. As students finish construction, they will draw the atom/molecule as a summative assessment.

Unit 3: Chemical Reactions

Instructional Days: 25

Appendix A: NGSS and Foundations for the Unit

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. *[Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.] [Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]* ([MS-PS1-5](#))

Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.* *[Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.] [Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.]* ([MS-PS1-6](#))

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. ([MS-ETS1-3](#)).

The performance expectations above were developed using the following elements from the NRC document [A Framework for K-12 Science Education](#):

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models</p> <ul style="list-style-type: none"> Develop a model to describe unobservable mechanisms. (MS-PS1-5) <p>Constructing Explanations and Designing Solutions</p> <ul style="list-style-type: none"> Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design 	<p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> 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. (MS-PS1-5) The total number of each type of 	<p>Energy and Matter</p> <ul style="list-style-type: none"> Matter is conserved because atoms are conserved in physical and chemical processes. (MS-PS1-5) The transfer of energy can be tracked as energy flows through a designed or natural system. (MS-PS1-6) <p>----- -----</p>

Unit 3: Chemical Reactions

Instructional Days: 25

<p>criteria and constraints. (MS-PS1-6)</p> <p>Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> Analyze and interpret data to determine similarities and differences in findings. (MS-ETS1-3) 	<p>atom is conserved, and thus the mass does not change. (MS-PS1-5)</p> <ul style="list-style-type: none"> Some chemical reactions release energy, others store energy. (MS-PS1-6) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (<i>secondary to MS-PS1-6</i>) There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-ETS1-3) Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. (MS-ETS1-3) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful 	<p>Connections to Nature of Science</p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> Laws are regularities or mathematical descriptions of natural phenomena. (MS-PS1-5)
---	--	---

Unit 3: Chemical Reactions

Instructional Days: 25

	<p>information for the redesign process - that is, some of the characteristics may be incorporated into the new design. (<i>secondary to MS-PS1-6</i>)</p> <ul style="list-style-type: none">• The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (<i>secondary to MS-PS1-6</i>)• Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of those characteristics may be incorporated into the new design. (<i>MS-ETS1-3</i>)	
--	---	--

Unit 3: Chemical Reactions

Instructional Days: 25

English Language Arts	Mathematics
<p>Cite specific textual evidence to support analysis of science and technical texts. (MS-ETS1-3) RST.6-8.1</p> <p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (MS-PS1-6) RST.6-8.3</p> <p>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). (MS-PS1-5) RST.6-8.7</p> <p>Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (MS-ETS1-3) RST.6-8.9</p> <p>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. (MS-PS1-6) (MS-ETS1-3) WHST.6-8.7</p> <p>Use ratio and rate reasoning to solve real-world and mathematical problems. (MS-PS1-5) 6.RP.A.3</p>	<p>Reason abstractly and quantitatively. (MS-PS1-5) (MS-ETS1-3) MP.2</p> <p>Model with mathematics. (MS-PS1-5) MP.4</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (MS-ETS1-3) 7.EE.3</p>

Unit 3: Chemical Reactions

Instructional Days: 25

Common Vocabulary	