

How Many Atoms?

Lindsey Link
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level 7th Grade

Course Chemistry

What is in a phenomenon-driven three-dimensional (3D) instructional set? These science resources use phenomena to facilitate engaging and meaningful learning, instruction, and formative assessment. Each resource set contains a guiding document and three other types of documents: an Instructional Task (IT), a corresponding formative Assessment Task (AT), and a corresponding Pattern Analysis of Student Thinking (PAST). These resources are not intended to be a complete lesson plan. Three-dimensional learning is not limited to one specific type of lesson format and is compatible with most lesson plan models. The IT proposes two or more possible phenomena that could be used to drive an instructional sequence addressing a specific OAS-S standard. It also provides suggestions for engaging students with the phenomena through meaningful learning experiences in three dimensions. The AT focuses on a phenomenon-associated scenario. It contains one or more tasks designed to give students opportunities to show their thinking and provide evidence-based explanations about the disciplinary core ideas (DCIs) using crosscutting concepts and scientific practices for that standard. The PAST document is directly associated with the AT. It describes the intended purpose of each part of the AT and includes relevant student response themes to help teachers identify patterns of student thinking. It also provides guidance and insight into how to interpret student responses and possible instructional moves for facilitating student understanding of a specific DCI concept. Individual teachers can use the PAST as a tool to construct a rubric for the AT.

Performance Expectation (PE)

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.

Disciplinary Core Ideas (DCI)

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. The total number of each type of atom is conserved, and thus the mass does not change.

Resource Attachments

Phenomenon-Based Instructional Task

- 7.MS.PS1.5 IT—How Many Atoms.pdf
- Guide to Using a Phenomenon-Driven Three-Dimensional Instructional Set.pdf

Formative Assessment Task

- 7.MS.PS1.5 AT—How Many Atoms.pdf

Pattern Analysis of Student Thinking (PAST)

- 7.MS.PS1.5 PAST—How Many Atoms.pdf