

<p>3/23 Atomic Zoom in In this lesson, students consider why different substances have different properties. They are also introduced to atoms.</p>	<p>3/24 Investigating Atoms and Properties Students use the <i>Chemical Reactions</i> Simulation and the “Atomic Zoom-In” article to answer the Investigation Question, concluding that differences at the atomic scale result in different substances having different properties.</p>	<p>3/25 Identifying the Reddish-Brown Substance Students conclude this chapter by using their knowledge of substances, properties, and atoms to explain the identity of the mysterious reddish-brown substance to the people of Westfield. Key Concept Substances have different properties because they are made of different groups of atoms. These groups vary in the type or number of atoms that make up the group.</p>	<p>3/26 Investigating substance changes Presented with a question about how the rust in Westfield’s water formed, students begin by investigating whether or not substances can change into different substances.</p>	<p>3/27 Explaining Chemical Reactions Having learned that substances change into different substances during chemical reactions, students investigate how this change actually happens. They use the Sim to make detailed observations of how atoms rearrange.</p>
<p>3/30 Explaining how the rust forms Students apply their understanding of atomic rearrangement to evaluate the plausibility of Dr. Yung’s three claims about</p>	<p>3/31 CJA Students complete a Critical Juncture Assessment (CJ) consisting of 12 multiple-choice questions and</p>	<p>4/1 Reflecting on Chemical Reactions This differentiated lesson is designed to provide students with a targeted review</p>	<p>4/2 What happens when fuels burn? Students are prompted to consider whether or not the chemical reaction between the iron pipes and the</p>	<p>4/3 Burning at the Atomic scale. Students continue to investigate what happens to the atoms of substances as they burn, developing</p>

<p>how the rust formed. Students eliminate alternate claims that suggest that either the pipes or the fertilizer could have turned into rust.</p>	<p>2 written-response questions.</p>	<p>and exploration of key concepts and ideas.</p>	<p>fertilizer in Westfield could have produced another substance besides rust.</p>	<p>their understanding of what can and cannot occur during chemical reactions.</p>
<p>4/6 Investigating how products form In this lesson, students consider a puzzling new chemical reaction, one in which atoms appear to change into different types of atoms.</p>	<p>4/7 What's in Westfield's Water? Students apply their understanding of what happens during chemical reactions to identify what other substance (besides rust) was produced by the reaction between the iron pipes and the fertilizer.</p>	<p>4/8 Chemistry at the crime scene Students apply their knowledge of chemical reactions to assist in a police investigation.</p>	<p>No school</p>	<p>No school</p>