

# States: Particle Model of Matter

Substances have **different properties**, but they are all made up of tiny particles in the **solid, liquid or gas** state. Particles can also change between these states.

## Particle model of matter:

The particle model of matter is made up of particles and to explain the properties and behaviour of matter.

Faster

matter

when

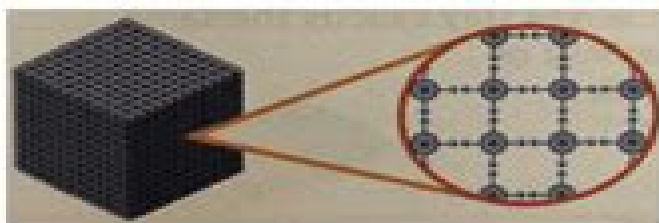
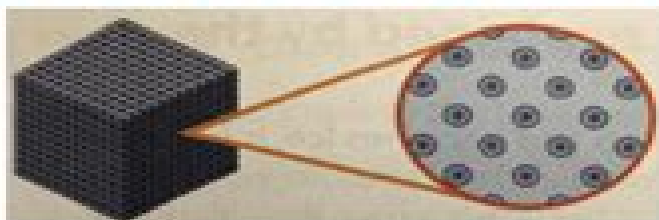
slowly

lose



### The particles have spaces between them:

- The spaces between the particles are empty
- There is nothing in the spaces, not even air



### The particles are attracted to each other:

- In some substances, there is a strong attraction between particles so they are close together
- In other substances, there is a weak attraction so the particles are further apart

# Particle Model Of Matter Grade 8

**Stella Vosniadou**



## **Particle Model Of Matter Grade 8:**

**A Framework for K-12 Science Education** National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on a Conceptual Framework for New K-12 Science Education Standards, 2012-03-28 Science engineering and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States position in the global economy is declining in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, **A Framework for K-12 Science Education** proposes a new approach to K-12 science education that will capture students' interest and provide them with the necessary foundational knowledge in the field. **A Framework for K-12 Science Education** outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and subsequently revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three dimensions are crosscutting concepts that unify the study of science through their common application across science and engineering: scientific and engineering practices and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences; and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. **A Framework for K-12 Science Education** is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

**Science Teachers' Learning** National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Teacher Advisory Council, Board on Science Education, Committee on Strengthening Science Education through a Teacher Learning Continuum, 2016-01-15 Currently many states are adopting the Next Generation Science Standards (NGSS) or are revising their own state standards in ways that reflect the NGSS. For students and schools, the implementation of any science standards rests with teachers. For those teachers, an evolving understanding about how best to teach science represents a significant transition in the way science is currently taught in most classrooms, and it will require most science teachers to change how they teach. That change will require learning opportunities for teachers that reinforce and expand their knowledge of the major ideas and concepts in science, their familiarity with a range of instructional strategies, and the skills to implement those strategies in the classroom. Providing these kinds of learning opportunities in turn will require profound changes to current approaches to supporting

teachers learning across their careers from their initial training to continuing professional development A teacher's capability to improve students' scientific understanding is heavily influenced by the school and district in which they work the community in which the school is located and the larger professional communities to which they belong Science Teachers Learning provides guidance for schools and districts on how best to support teachers' learning and how to implement successful programs for professional development This report makes actionable recommendations for science teachers' learning that take a broad view of what is known about science education how and when teachers learn and education policies that directly and indirectly shape what teachers are able to learn and teach The challenge of developing the expertise teachers need to implement the NGSS presents an opportunity to rethink professional learning for science teachers Science Teachers Learning will be a valuable resource for classrooms departments schools districts and professional organizations as they move to new ways to teach science *Science Formative Assessment, Volume 1* Page

Keeley, 2015-09-09 Formative assessment informs the design of learning opportunities that take students from their existing ideas of science to the scientific ideas and practices that support conceptual understanding Science Formative Assessment shows K-12 educators how to weave formative assessment into daily instruction Discover 75 assessment techniques linked to the Next Generation Science Standards and give classroom practices a boost with Descriptions of how each technique promotes learning Charts linking core concepts at each grade level to scientific practices Implementation guidance such as required materials and student grouping Modifications for different learning styles Ideas for adapting techniques to other content areas Metaphors & Analogies Rick Wormeli, 2009 Metaphors show students how to make connections between the concrete and the abstract prior knowledge and unfamiliar concepts and language and image But teachers must learn how to use metaphors and analogies strategically and for specific purposes helping students discover and deconstruct effective comparisons Metaphors Analogies is filled with provocative illustrations of metaphors in action and practical tips

**Essentials of Chemical Education** Hans-Dieter Barke, Günther Harsch, Siegbert Schmid, 2011-10-28 For everybody teaching chemistry or becoming a chemistry teacher the authors provide a practice oriented overview with numerous examples from current chemical education including experiments models and exercises as well as relevant results from research on learning and teaching With their proven concept the authors cover classical topics of chemical education as well as modern topics such as every day life chemistry student's misconceptions the use of media or the challenges of motivation This is the completely revised and updated English edition of a highly successful German title *A Model Unit For Grade 7: Diversity and Interdependence* Jennifer Katz, 2013-10-28 A Model Unit for Grade 7 Diversity and Interdependence is one book in the series Tools for Instruction and Reading Assessment The series consists of twenty four companion documents to Teaching to Diversity The Three Block Model of Universal Design for Learning by Jennifer Katz The model unit integrates major themes from Manitoba's curricula for the first term of the grade 7 school year The topics are Ways of Life in Asia

Africa and Australasia and Global Quality of Life from the social studies curriculum and Particle Theory of Matter from the science curriculum These are brought into other disciplines mathematics physical education and health language arts and fine arts particularly through the lens of the multiple intelligences MI Differentiated activities based on MI approaches inspire diverse students and accommodate their individual learning styles MI activity cards are included as well as planners that outline the essential understandings essential questions and final inquiry projects for the unit Rubrics based on Bloom's taxonomy show a progression of conceptual thinking from rote basic understanding to synthesized higher order analysis Teachers can use this model unit as a template for planning subsequent thematic units for the rest of the school year

*Concepts of Matter in Science Education* Georgios Tsaparlis, Hannah Sevan, 2013-07-09 Bringing together a wide collection of ideas reviews analyses and new research on particulate and structural concepts of matter *Concepts of Matter in Science Education* informs practice from pre school through graduate school learning and teaching and aims to inspire progress in science education The expert contributors offer a range of reviews and critical analyses of related literature and in depth analysis of specific issues as well as new research Among the themes covered are learning progressions for teaching a particle model of matter the mental models of both students and teachers of the particulate nature of matter educational technology chemical reactions and chemical phenomena chemical structure and bonding quantum chemistry and the history and philosophy of science relating to the particulate nature of matter The book will benefit a wide audience including classroom practitioners and student teachers at every educational level teacher educators and researchers in science education If gaining the precise meaning in particulate terms of what is solid what is liquid and that air is a gas were that simple we would not be confronted with another book which while suggesting new approaches to teaching these topics confirms they are still very difficult for students to learn Peter Fensham Emeritus Professor Monash University Adjunct Professor QUT from the foreword to this book

*Chemistry Didactics Compact* Hans-Dieter Barke, Günther Harsch, Simone Kröger, Annette Marohn, 2025-04-24 *Chemiedidaktik kompakt* offers students and trainee chemists practical overview knowledge with many examples from current teaching with experiments and models with exercises and school relevant results of teaching and learning research on each topic With their proven concept the authors not only address the classic problems of chemistry didactics but also devote extensive attention to modern topics such as chemistry in everyday life student ideas media and motivation

*Chemical Education: Towards Research-based Practice* J.K. Gilbert, Onno de Jong, Rosária Justi, David F. Treagust, Jan H. van Driel, 2006-03-11 Chemical education is essential to everybody because it deals with ideas that play major roles in personal social and economic decisions This book is based on three principles that all aspects of chemical education should be associated with research that the development of opportunities for chemical education should be both a continuous process and be linked to research and that the professional development of all those associated with chemical education should make extensive and diverse use of that research It is intended for pre service and

practising chemistry teachers and lecturers chemistry teacher educators chemical education researchers the designers and managers of formal chemical curricula informal chemical educators authors of textbooks and curriculum support materials practising chemists and chemical technologists It addresses the relation between chemistry and chemical education curricula for chemical education teaching and learning about chemical compounds and chemical change the development of teachers the development of chemical education as a field of enquiry This is mainly done in respect of the full range of formal education contexts schools universities vocational colleges but also in respect of informal education contexts books science centres and museums

**Teaching to Diversity** Jennifer Katz, 2012-07-06 In *Teaching to Diversity* Dr Jennifer Katz synthesizes the research and 16 years experience of teaching in inclusive classrooms and schools to provide answers to several questions How do I make inclusion work for ALL students What are the foundational best practices of a truly inclusive learning community How does one create such a community The author pulls together in an organized way a three block model of universal design for learning UDL and suggests a step by step approach for implementing it This framework includes Block One Social and Emotional Learning details ways to build compassionate learning communities K 12 in which all students feel safe and valued and develop a positive self concept sense of belonging and respect for diverse others Block Two Inclusive Instructional Practice includes a framework for planning units from K 12 and explains instructional and management practices for teaching assessing grading and reporting in UDL Classrooms Block Three Systems and Structures suggests strategies for creating inclusive learning communities and explores ways in which resource teachers student services personnel and school administrators can support and create socially and academically inclusive schools and classrooms The three block model of UDL can empower educators with the knowledge skills and confidence required to teach diverse learners in the same classroom including those who have previously been excluded Ultimately it is about creating classrooms and schools that heal by teaching to the heart mind and spirit of every student

Teaching Science in Elementary and Middle School Joseph S. Krajcik, Charlene M. Czerniak, 2018-06-12 *Teaching Science in Elementary and Middle School* integrates principles of learning and motivation with practical teaching ideas for implementing them Paralleling what scientists do project based learning PBL represents the essence of inquiry and the nature of science and engages children and teachers in investigating meaningful real world questions about the world around them This text provides concrete strategies on teaching using a project based approach and on meeting the principles in *A Framework for K 12 Science Education* and the Next Generation Science Standards NGSS Features include strategies for planning long term interdisciplinary student centered units scenarios to help readers situate new experiences and a wealth of supplementary material on the Companion Website Features in the Fifth Edition Integrates research based findings from the National Research Council's *Taking Science to School* *A Framework for K 12 Science Education* and NGSS to engage learners and help them make sense of phenomena in using disciplinary core ideas science and engineering practices and crosscutting

concepts Gives attention to cultural diversity throughout the chapters with an added focus on working with English Language Learners Describes how to develop and use assessments that require students to make use of their knowledge to solve problems or explain phenomena Illustrates how to use PBL to make connections to Common Core Standards for Mathematics and English Language Arts Provides examples of project based lessons and projects to illustrate how teachers can support children in engaging in scientific and engineering practices such as asking questions designing investigations constructing models and developing evidence based explanation

**Reading for Evidence and Interpreting Visualizations in Mathematics and Science Education** Stephen P. Norris, 2012-09-17 CRYSTAL Alberta was established to research ways to improve students understanding and reasoning in science and mathematics To accomplish this goal faculty members in Education Science and Engineering as well as school teachers joined forces to produce a resource bank of innovative and tested instructional materials that are transforming teaching in the K 12 classroom Many of the instructional materials cross traditional disciplinary boundaries and explore contemporary topics such as global climate change and the spread of the West Nile virus Combined with an emphasis on the use of visualizations the instructional materials improve students engagement with science and mathematics Participation in the CRYSTAL Alberta project has changed the way I think about the connection between what I do as a researcher and what I do as a teacher I have learned how to better translate scientific knowledge into language and activities appropriate for students thereby transforming my own teaching I also have learned to make better connections between what students are learning and what is happening in their lives and the world thereby increasing students interest in the subject and enriching their learning experience

**How Ought Science Be Taught ,**  
Technical Report Wisconsin Research and Development Center for Cognitive Learning, 1967 **International Handbook of Research on Conceptual Change** Stella Vosniadou, 2013-07-18 Conceptual change research investigates the processes through which learners substantially revise prior knowledge and acquire new concepts Tracing its heritage to paradigms and paradigm shifts made famous by Thomas Kuhn conceptual change research focuses on understanding and explaining learning of the most the most difficult and counter intuitive concepts Now in its second edition the International Handbook of Research on Conceptual Change provides a comprehensive review of the conceptual change movement and of the impressive research it has spawned on students difficulties in learning In thirty one new and updated chapters organized thematically and introduced by Stella Vosniadou this volume brings together detailed discussions of key theoretical and methodological issues the roots of conceptual change research and mechanisms of conceptual change and learner characteristics Combined with chapters that describe conceptual change research in the fields of physics astronomy biology medicine and health and history this handbook presents writings on interdisciplinary topics written for researchers and students across fields

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*Making it tangible. Learning outcomes in science education*  
 Sascha Bernholt, Knut Neumann, Peter Nentwig, 2012 One of the central features in current educational reforms is a focus on learning outcomes Many countries have established or revised standards to describe what teachers are supposed to teach and students are expected to learn More recently the emphasis has shifted to considerations of how standards can be operationalized in order to make the outcomes of educational efforts more tangible This book is the result of a symposium held in Kiel that was arranged by two science education groups one at the IPN Leibniz Institute for Science and Mathematics Education at the University of Kiel in Germany and the other at the University of York UK The seminar brought together renowned experts from 12 countries with different notions of the nature and quality of learning outcomes The aim was to clarify central conceptions and approaches for a better understanding among the international science education community The book is divided into five parts In Part A the organizers set the scene describing the rationale for arranging the symposium Part B provides a broad overview about different approaches challenges and pitfalls on the road to the clarification of meaningful and fruitful learning outcomes The set of papers in Part C provides deep insights into different although comparable approaches which aim to frame to assess and to promote learning and learning outcomes in science

education Smaller projects are presented as well as broad coordinated national programs The papers in Part D outline the individual historical development from different national perspectives reflecting the deficits and problems that led to current reforms Finally a summary of the organizers analyses the conclusions from different vantage points

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