

Student Exploration: Phase Changes

Approximate time: 45 min

Grades: 8th-10th

Version: 1.0 (2019)

Prerequisite Knowledge: Students should have a basic understanding of the scientific method.

1. In this activity, students will explore the phase changes of water. They will observe the changes in the state of water as it is heated and cooled, and they will record their observations.

Learning Objectives: (This activity meets the following standards for science.)

Science Practices:

1. Analyze and interpret data: Students will analyze data and interpret the results of their experiments.
2. Develop and use models: Students will develop a model of the phase changes of water.
3. Engage in argument from evidence: Students will engage in argument from evidence to support their claims.



4. Construct an argument from evidence: Students will construct an argument from evidence to support their claims.

Answer: **Correct.** **Good.** **Excellent.** **Very good.** **Excellent.**

5. Develop and use models: Students will develop a model of the phase changes of water.

Answer: **Correct.** **Good.** **Excellent.** **Very good.** **Excellent.**

6. Construct an argument from evidence: Students will construct an argument from evidence to support their claims.

Answer: **Correct.** **Good.** **Excellent.** **Very good.** **Excellent.**

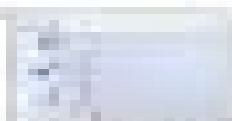
7. Engage in argument from evidence: Students will engage in argument from evidence to support their claims.

Answer: **Correct.** **Good.** **Excellent.** **Very good.** **Excellent.**

Learning Objectives:

Use the following data:

- The initial temperature of the water is 20°C.
- The final temperature of the water is 100°C.
- The time taken for the water to reach 100°C is 10 minutes.



Question: What is the relationship between the temperature of the water and the time taken for it to reach 100°C?

1. **Answer:** The relationship between the temperature of the water and the time taken for it to reach 100°C is a direct relationship. As the temperature of the water increases, the time taken for it to reach 100°C also increases.
 - a. Initial temperature of the water is 20°C. **Correct.** **Good.** **Excellent.** **Very good.** **Excellent.**
 - b. Initial temperature of the water is 100°C. **Correct.** **Good.** **Excellent.** **Very good.** **Excellent.**
 - c. Initial temperature of the water is 50°C. **Correct.** **Good.** **Excellent.** **Very good.** **Excellent.**

2. **Answer:** The relationship between the temperature of the water and the time taken for it to reach 100°C is a direct relationship. As the temperature of the water increases, the time taken for it to reach 100°C also increases.

Answer: **Correct.** **Good.** **Excellent.** **Very good.** **Excellent.**

3. **Answer:** The relationship between the temperature of the water and the time taken for it to reach 100°C is a direct relationship. As the temperature of the water increases, the time taken for it to reach 100°C also increases.

Answer: **Correct.** **Good.** **Excellent.** **Very good.** **Excellent.**



Explore Learning Student Exploration Phase Changes Answers

William H. Robertson



Explore Learning Student Exploration Phase Changes Answers:

Navigating Elementary Science Teaching and Learning Sophia Jeong, Lynn A. Bryan, Deborah J. Tippins, Chelsea M. Sexton, 2023-09-26 This book is a resource for both prospective and practicing elementary teachers as they learn to teach science in ways which foster the development of a community of science learners with multiple perspectives and diverse approaches to problem solving It includes cases that feature dilemmas embedded in rich narrative stories which characterize the lives of teachers of science and by extension their students and serve as tools for discussion critique and reflective practice The introduction to the book explores changing contexts for elementary science teaching and learning and describes how case based pedagogy can be used as a tool for both instruction and research Each subsequent section of the book includes cases that are organized around topics such as contemporary approaches to teaching elementary science new roles for technology and the creation of inclusive learning environments for all students in elementary science Each case is followed by reflective commentaries and concludes with questions for reflection and discussion Teachers will benefit from these cases as they explore the complexities and ambiguities of elementary science teaching and learning in today s classrooms

Action Science William H. Robertson, 2014-03-19 Put student engagement on the fast track Think action sports like skateboarding and BMX have nothing to do with physical science Think again especially as they relate to fundamental physics concepts not to mention the problem solving required What s more because kids will want to observing action sports is the perfect vehicle for promoting self directed and collaborative learning with Action Science as your driver s manual Through a combination of book and video Robertson provides all the materials you ll need to get started with the NGSS very much in full view You ll find Detailed instructional methods Hands on classroom activities and experiments Captivating video via QR codes

Technology and Innovation in Learning, Teaching and Education Meni Tsitouridou, José A. Diniz, Tassos A. Mikropoulos, 2019-05-28 This book constitutes the thoroughly refereed post conference proceedings of the First International Conference on Technology and Innovation in Learning Teaching and Education TECH EDU 2018 held in Thessaloniki Greece on June 20 22 2018 The 30 revised full papers along with 18 short papers presented were carefully reviewed and selected from 80 submissions The papers are organized in topical sections on new technologies and teaching approaches to promote the strategies of self and co regulation learning new TECH to SCRL eLearning 2 0 trends challenges and innovative perspectives building critical thinking in higher education meeting the challenge digital tools in S and T learning exploratory potentialities of emerging technologies in education learning technologies digital technologies and instructional design big data in education and learning analytics

Social-Emotional Learning Through STEAM Projects, Grades 4-5 Season Mussey, 2022-02-27 Social Emotional Learning Through STEAM Projects Grades 4 5 helps educators target the development of social and emotional learning SEL competencies for high ability learners through interdisciplinary project based inquiry Aligned with STEAM content standards each of the nine projects introduces students

to a real world problem through essential questions and the presentation of a primary source document Both the content and the inquiry process support SEL competency development from self awareness to selfmanagement social awareness relationship skills and responsible decision making As students work to understand and pose solutions to each problem they gain the knowledge and practical skills needed to become more socially and emotionally competent individuals in their classroom communities Learning and Collaboration Technologies Panayiotis Zaphiris,Andri Ioannou,2015-07-18 The LNCS volume 9192 constitutes the refereed proceedings of the Second International Conference on Learning and Collaboration Technologies LCT 2015 held as part of the 17th International Conference on Human Computer Interaction HCII 2015 in Los Angeles CA USA in August 2015 jointly with 15 other thematically similar conferences The total of 1462 papers and 246 posters presented at the HCII 2015 conferences were carefully reviewed and selected from 4843 submissions These papers address addressing the following major topics technology enhanced learning adaptive and personalised learning and assessment virtual worlds and virtual agents for learning collaboration and Learning Serious Games and ICT in education **Universal Design for Learning in the Classroom** Tracey E. Hall,Kristin H. Robinson,David Gordon,2024-02-13 The Universal Design for Learning UDL framework has grown from its origins in special education to being widely used to support all students making the fully rewritten second edition of this indispensable guide more relevant than ever Filled with practical vivid examples and tips the book demonstrates the power of UDL when applied to particular content areas Specific teaching ideas are presented for literacy STEM project based learning career and technical education and the arts The editors and contributors describe practical ways to create thriving learning environments that use UDL to meet diverse learners needs New to This Edition Entirely new content Coverage expanded from elementary and middle grades to secondary and beyond Innovative approaches embracing the growth of UDL and the ubiquity of digital technologies in today s classrooms Spotlight on issues of equity and inclusion Chapters on antiracism social emotional learning career and technical education journey mapping and curriculum design Compelling discussions of advances in UDL principles and research directions *Technology and Innovation in Learning, Teaching and Education* Arsénio Reis,João Barroso,J. Bernardino Lopes,Tassos Mikropoulos,Chih-Wen Fan,2021-04-10 This book constitutes the thoroughly refereed post conference proceedings of the Second International Conference on Technology and Innovation in Learning Teaching and Education TECH EDU 2020 held in Vila Real Portugal in December 2020 Due to the COVID 19 pandemic the conference was held in a fully virtual format The 27 revised full papers along with 15 short papers presented were carefully reviewed and selected from 79 submissions The papers are organized in topical sections on digital resources as epistemic tools to improve STEM learning digital technologies to foster critical thinking and monitor self and co regulation of e learning Covid 19 pandemic changes in educational ecosystem and remote teaching transforming teaching and learning through technology educational proposals using technology to foster learning competences STEM Project-Based Learning Robert M.

Capraro, Mary Margaret Capraro, James R. Morgan, 2013-04-20 This second edition of Project Based Learning PBL presents an original approach to Science Technology Engineering and Mathematics STEM centric PBL We define PBL as an ill defined task with a well defined outcome which is consistent with our engineering design philosophy and the accountability highlighted in a standards based environment This model emphasizes a backward design that is initiated by well defined outcomes tied to local state or national standard that provide teachers with a framework guiding students design solving or completion of ill defined tasks This book was designed for middle and secondary teachers who want to improve engagement and provide contextualized learning for their students However the nature and scope of the content covered in the 14 chapters are appropriate for preservice teachers as well as for advanced graduate method courses New to this edition is revised and expanded coverage of STEM PBL including implementing STEM PBL with English Language Learners and the use of technology in PBL The book also includes many new teacher friendly forms such as advanced organizers team contracts for STEM PBL and rubrics for assessing PBL in a larger format **Primary Science Education** Anne

Forbes, 2023-06-15 Primary Science Education A Teacher s Toolkit is an accessible guide to primary science education and its effective practice in classrooms *Intelligent Tutoring Systems* James C. Lester, Rosa Maria Vicari, Fábio

Paraguacu, 2004-08-18 This book constitutes the refereed proceedings of the 7th International Conference on Intelligent Tutoring Systems ITS 2004 held in Macei Alagoas Brazil in August September 2004 The 73 revised full papers and 39 poster papers presented together with abstracts of invited talks panels and workshops were carefully reviewed and selected from over 180 submissions The papers are organized in topical sections on adaptive testing affect architectures for ITS authoring systems cognitive modeling collaborative learning natural language dialogue and discourse evaluation machine learning in ITS pedagogical agents student modeling and teaching and learning strategies **The American Biology Teacher** ,1999

Teaching Primary Science Constructively Keith Skamp, Christine Preston, 2017-09-05 Teaching Primary Science Constructively helps readers to create effective science learning experiences for primary students by using a constructivist approach to learning This best selling text explains the principles of constructivism and their implications for learning and teaching and discusses core strategies for developing science understanding and science inquiry processes and skills Chapters also provide research based ideas for implementing a constructivist approach within a number of content strands Throughout there are strong links to the key ideas themes and terminology of the revised Australian Curriculum Science This sixth edition includes a new introductory chapter addressing readers preconceptions and concerns about teaching primary science **Stability and Change in Science Education -- Meeting Basic Learning Needs** ,2018-11-26 In this book the editors consider the resistance to change among teachers and learners despite all the evidence that science participation brings benefits for both individuals and nations Beginning with biology Stability and Change in Science Education Meeting Basic Learning Needs explores this balance in teaching and learning science The authors reflect upon this equilibrium as

they each present their work and its contribution The book provides a wide range of examples using the change stability lens Authors from the Netherlands Israel Spain Canada and the USA discuss how they observe and consider both homeostasis and novelty in theory projects and other work The book contains examples from science educators in schools and in other science rich settings Contributors are Lucy Avraamidou Ayelet Baram Tsabari Michelle Crowl Marilynne Eichinger Lars Guenther Maria Heras Phyllis Katz Joy Kubarek Lucy R McClain Patricia Patrick Wolff Michael Roth Isabel Ruiz Mallen Lara Smetana Hani Swirski Heather Toomey Zimmerman and Bart Van de Laar

Transformative learning, teaching and action in the most challenging times Lili-Ann Wolff, Kerry Shephard, Marco Rieckmann, Pedro Vega-Marcote, Dina Zoe Belluigi, Saiki Lucy Cheah, Frode Skarstein, 2023-01-17 Teaching for Experiential Learning Scott D. Wurdinger, Julie A.

Carlson, 2009-12-16 This book describes how to change the way in which educators conduct business in the classroom Our current educational systems lack ways to reach today's learners in relevant meaningful ways The five approaches in this book inspire and motivate students to learn The authors provide in depth descriptions into these overlapping approaches for experiential learning active learning problem based learning project based learning service learning and place based education Each of these five approaches includes an element of student involvement and attempts to engage students in solving problems The chapters are presented in a consistent easy to read format that provides descriptions history research ways to use the approach and resources This book will help educators transform their classrooms into dynamic learning environments

Chemists' Guide to Effective Teaching Norbert J. Pienta, Melanie M. Cooper, Thomas J. Greenbowe, 2005 For courses in Methods of Teaching Chemistry Useful for new professors chemical educators or students learning to teach chemistry Intended for anyone who teaches chemistry or is learning to teach it this book examines applications of learning theories presenting actual techniques and practices that respected professors have used to implement and achieve their goals Each chapter is written by a chemist who has expertise in the area and who has experience in applying those ideas in their classrooms This book is a part of the Prentice Hall Series in Educational Innovation for Chemistry

Resources in Education, 2001-04 *Active Learning in College Science* Joel J. Mintzes, Emily M. Walter, 2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman's 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman's challenge our

primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book s final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of na ve notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for

Humanities ,1982

A Survival Guide for New Special Educators Bonnie S. Billingsley,Mary T. Brownell,Maya Israel,Margaret L. Kamman,2013-03-08 What every special education teacher needs to know to survive and thrive A Survival Guide for New Special Educators provides relevant practical information for new special education teachers across a broad range of topic areas Drawing on the latest research on special educator effectiveness and retention this comprehensive go to resource addresses the most pressing needs of novice instructors resource teachers and inclusion specialists Offers research based classroom tested strategies for working with a variety of special needs students Covers everything from preparing for the new school year to behavior management customizing curriculum creating effective IEPs and more Billingsley and Brownell are noted experts in special educator training and support This highly practical book is filled with checklists forms and tools that special educators can use every day to help ensure that all special needs students get the rich rewarding education they deserve

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