

Other Assessment Opportunities

- Assessment Checklist 1, Making Observations and Inferences
- Assessment Checklist 3, Designing an Experiment
- Assessment Checklist 4, Laboratory Report
- Assessment Checklist 25, Safety Checklist
- Process Skills Rubric 7, Predicting
- Process Skills Rubric 8, Interpreting Data
- Process Skills Rubric 10, Measuring and Reporting
- Assessment Rubric 5, Conduct an Investigation Rubric
- Assessment Rubric 11, Communication Rubric
- Assessment Rubric 12, Using Tools, Equipment, and Materials Rubric

■ INTEGRATED RESEARCH INVESTIGATION

Chemicals Among Us, p. 331

Purpose

- Students develop research skills finding out about chemicals that could be hazardous to their health or to the environment.

Activity Notes

- This activity is a variation of Activity 5-3B, which involved researching an important organic compound or class of organic compounds. The focus here is a slightly greater depth of research and a narrowing of the options to those compounds or classes of compounds that might pose environmental or health risks.
- Searching the Internet using “list of environmental health hazards” will produce several compendiums with literally hundreds of compounds worth researching. Consider using examples given in the student book, or perhaps assigning them to groups. Students could begin their research at www.bcscience10.ca.
- Have students select (or simply assign to them) a class of compounds or a particular compound to research.
- This activity would work well in pairs.
- Select a method of reporting out. A slide show format is useful since many compounds are available as illustrations.

Supporting Diverse Student Needs

- Check with ESL students to see whether they have a good understanding of the instructions, and decide whether they will be required to actually present in front of the class.
- This assignment may allow for individual choice.

- For enrichment, have students attempt to construct a physical model of their compound. The type of model depends on the compound. Many common toxins are quite small and can be modelled using the methods illustrated in Section 5.3, Organic Compounds.

Other Assessment Opportunities

- Assessment Checklist 2, Asking Questions
- Assessment Checklist 5, Investigating an Issue
- Assessment Checklist 6, Developing Models
- Assessment Checklist 7, Scientific Drawing
- Assessment Checklist 12, Classification System
- Assessment Checklist 13, Concept Map
- Assessment Checklist 21, Project Self-Assessment
- Process Skills Rubric 1, Developing Models
- Process Skills Rubric 8, Interpreting Data
- Process Skills Rubric 9, Questioning
- Assessment Rubric 4, Scientific Drawing Rubric
- Assessment Rubric 8, Research Project Rubric
- Assessment Rubric 9, Collecting Information Rubric
- Assessment Rubric 10, Presentation Rubric
- Assessment Rubric 11, Communication Rubric

■ UNIT 2 REVIEW ANSWERS, p. 332–337

Visualizing Key Ideas

1. This chart is available for students to use on BLM 2-49, Visualizing Key Ideas.

	Pattern in Reactants	Pattern in Products	Reaction Type
(a)	♥ + ♦	♥♦	Synthesis
(b)	■ □	■ + □	Decomposition
(c)	◇ □ + ▼ (a metal)	▼ □ + ◇	Single replacement
(d)	◇ □ + ✱ (a non-metal)	◇ ✱ + □	Single replacement
(e)	$C_xH_y + O_2$	$CO_2 +$	Combustion
(f)	$H^+ + OH^-$	H_2O	Neutralization
(g)	♣ ♀ + ☺ ♂	♣ ♂ + ☺ ♀	Double replacement

Using Key Terms

2. (a) False. Isotopes
- (b) False. A basic solution
- (c) True
- (d) False. an acid with a base
- (e) False. single replacement
- (f) True
- (g) False. catalyst
- (h) False. fission