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Name: Ali Washington

Date: 11/9/15

Class: 9

5

INTERPRETING GRAPHICS

Use with Section 5.3



Figure 1 The emission spectrum and orbit-transition diagram for hydrogen.

speed of light
 $c = 3 \times 10^8 \text{ m/s}$
 $c = \lambda \cdot \nu$ *wave length*
 $E = h \cdot \nu$ *energy*
 $h = 6.63 \times 10^{-34} \text{ Js}$
Planck's constant

1) $2.46 \times 10^{-18} = 6.63 \times 10^{-34} \nu$
 $\frac{E}{h} = \nu$
 $\frac{2.46 \times 10^{-18}}{6.63 \times 10^{-34}} = 3.71 \times 10^{15} \text{ (Hz)}$
 $\frac{c}{\nu} = \lambda$

Table 1

Transition	Energy, J (J)	ν (s ⁻¹)	λ (nm)	Type of Radiation
$n=5 \rightarrow n=3$	2.66×10^{-19}	4.01×10^{15}	7.48×10^{-8}	IR
$n=5 \rightarrow n=4$	7.57×10^{-20}	1.14×10^{16}	2.63×10^{-8}	IR
$n=5 \rightarrow n=3$	1.82×10^{-19}	1.4×10^{16}	2.13×10^{-7}	IR
$n=5 \rightarrow n=2$	4.84×10^{-19}	6.76×10^{16}	4.44×10^{-8}	visible
$n=5 \rightarrow n=1$	2.82×10^{-18}	3.20×10^{16}	9.36×10^{-8}	UV
$n=5 \rightarrow n=4$	4.90×10^{-20}	7.40×10^{15}	4.01×10^{-8}	IR
$n=5 \rightarrow n=3$	1.55×10^{-19}	2.35×10^{16}	1.28×10^{-7}	IR
$n=5 \rightarrow n=2$	4.56×10^{-19}	6.91×10^{16}	4.34×10^{-8}	visible
$n=5 \rightarrow n=1$	2.69×10^{-18}	3.17×10^{16}	9.46×10^{-8}	UV
$n=4 \rightarrow n=3$	1.06×10^{-19}	1.61×10^{16}	1.86×10^{-8}	IR
$n=4 \rightarrow n=2$	4.09×10^{-19}	6.17×10^{16}	4.79×10^{-8}	visible
$n=4 \rightarrow n=1$	2.04×10^{-18}	3.08×10^{16}	9.74×10^{-8}	UV
$n=3 \rightarrow n=2$	3.03×10^{-19}	4.57×10^{16}	6.56×10^{-8}	visible
$n=3 \rightarrow n=1$	1.94×10^{-18}	2.93×10^{16}	1.21×10^{-7}	UV
$n=2 \rightarrow n=1$	1.64×10^{-18}	2.47×10^{16}	1.21×10^{-7}	UV

$h = 6.63 \times 10^{-34} \text{ J s}$
 Planck's constant

Chemistry Interpreting Graphics

EW Minium

A decorative graphic element consisting of a light blue horizontal bar with a rounded right end, and a red circular shape partially visible behind it.

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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 *Chemistry* Salvatore Tocci, 1999 **Science Teachers' Use of Visual Representations** Billie

Eilam, John K. Gilbert, 2014-07-11 This book examines the diverse use of visual representations by teachers in the science classroom It contains unique pedagogies related to the use of visualization presents original curriculum materials as well as explores future possibilities The book begins by looking at the significance of visual representations in the teaching of science It then goes on to detail two recent innovations in the field simulations and slowmotion a process of explicit visualization It also evaluates the way teachers have used different diagrams to illustrate concepts in biology and chemistry Next the book explores the use of visual representations in culturally diverse classrooms including the implication of culture for teachers use of representations the crucial importance of language in the design and use of visualizations and visualizations in popular books about chemistry It also shows the place of visualizations in the growing use of informal self directed science education Overall the book concludes that if the potential of visualizations in science education is to be realized in the future the subject must be included in both pre service and in service teacher education It explores ways to develop science teachers representational competence and details the impact that this will have on their teaching The worldwide trend towards providing science education for all coupled with the increased availability of color printing access

to personal computers and projection facilities has lead to a more extensive and diverse use of visual representations in the classroom This book offers unique insights into the relationship between visual representations and science education making it an ideal resource for educators as well as researchers in science education visualization and pedagogy Holt Chemistry Ralph Thomas Myers,2004 **Chapter Resource 2 Chemistry of Life Biology** Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2004 *Analytical Writing and Thinking Instructor's Manual* Myra J. Linden,Arthur Whimbey,2013-11-19 First Published in 1990 Routledge is an imprint of Taylor Francis an informa company **Modern Chemistry** Nicholas D. Tzimopoulos,1993 **Laboratory Manual to Accompany Chemistry in Context** American Chemical Society,2005-02 The 5th edition Laboratory Manual that accompanies Chemistry in Context is compiled and edited by Gail Steehler Roanoke College The experiments use microscale equipment wellplates and Beral type pipets as well as common materials Project type and cooperative collaborative laboratory experiments are included Additional experiments are available on the Online Learning Center as is the instructor s guide Visualization in Science Education John K. Gilbert,2006-03-30 Visualization in Science Education draws on the insights from cognitive psychology science and education by experts from Australia Israel Slovenia UK and USA It unites these with the practice of science education particularly the ever increasing use of computer managed modelling packages especially in chemistry The first section explores the significance and intellectual standing of visualization The second section shows how the skills of visualization have been developed practically in science education This is followed by accounts of how the educational value of visualization has been integrated into university courses in physics genomics and geology The fourth section documents experimental work on the classroom assessment of visualization An endpiece summarises some of the research and development needed if the contribution of this set of universal skills is to be fully exploited at all levels and in all science subjects *Catalog of Information* United States Military Academy,1948 **From the Laboratory to the Classroom** Jared Horvath,Jason Lodge,John Hattie,2016-07-22 Over recent years the field of Science of Learning has increased dramatically Unfortunately despite claims that this work will greatly impact education very little research makes it into teacher practice Although the reasons for this are varied a primary concern is the lack of a proper translation framework From the Laboratory to the Classroom aims to consolidate information from many different research disciplines and correlate learning principles with known classroom practices in order to establish explanatory foundations for successful strategies that can be implemented into the classroom It combines theoretical research with the diverse and dynamic classroom environment to deliver original effective and specific teaching and learning strategies and address questions concerning what possible mechanisms are at play as people learn Divided into five sections chapters cover A Framework for Organizing and Translating Science of Learning Research Motivation and Attention as Foundations for Student Learning Memory and Metamemory Considerations in the Instruction of Human Beings Science of Learning in Digital Learning Environments Educational Approaches for

Students Experiencing Learning Difficulties and Developmental Characteristics of Gifted Children Brain Behaviour and Classroom Practice Forging Research Practice Relationships via Laboratory Schools This fascinating text gathers an international team of expert scientists teachers and administrators to present a coherent framework for the vital translation of laboratory research for educational practice Applying the Science of Learning framework to a number of different educational domains it will be an essential guide for any student or researcher in education educational psychology neuropsychology educational technology and the emergent field of neuroeducation

Boards that Matter Linda J. Dawson,Randy Quinn,2011 This book clears the smoke for boards faced with the challenge to make their governing model either Policy Governance R or Coherent Governance R work in real life Boards of directors thoughtfully engage in the exciting work of developing new policies and adopting their new governing model then immediately confront reality how does the board actually put the new model into motion and allow it to deliver on its promise of excellent board performance Boards That Matter is a practical guide that takes the mystery out of that process It is a book that is loaded with down to earth solutions all based on processes successfully in use today by boards across the United States and internationally Although many of the examples offered in the book come from the world of public school boards and non profit boards of various types the implementation processes are equally applicable to boards of all types The challenge of governing a complex organization is difficult enough in itself without layering on top of that challenge the struggle to make the board s own operating system seem natural and meaningful The authors draw from their combined 60 plus years of experience in working with public and non profit boards including work with hundreds of boards using both Policy Governance R and Coherent Governance R as they present their insight about how to use the models effectively Their easily understood implementation strategies for helping real boards deal with real issues and doing it through faithful utilization of their new governing tools makes this a continuing reference source for boards as they translate theory into practice

Teaching Undergraduate Science Linda C. Hodges,2023-07-03 This book is written for all science or engineering faculty who have ever found themselves baffled and frustrated by their undergraduate students lack of engagement and learning The author an experienced scientist faculty member and educational consultant addresses these issues with the knowledge of faculty interests constraints and day to day concerns in mind Drawing from the research on learning she offers faculty new ways to think about the struggles their science students face She then provides a range of evidence based teaching strategies that can make the time faculty spend in the classroom more productive and satisfying Linda Hodges reviews the various learning problems endemic to teaching science explains why they are so common and persistent and presents a digest of key ideas and strategies to address them based on the research she has undertaken into the literature on the cognitive sciences and education Recognizing that faculty have different views about teaching different comfort levels with alternative teaching approaches and are often pressed for time Linda Hodges takes these constraints into account by first offering a framework

for thinking purposefully about course design and teaching choices and then providing a range of strategies to address very specific teaching barriers whether it be students motivation engagement in class ability to problem solve their reading comprehension or laboratory research or writing skills Except for the first and last chapters the other chapters in this book stand on their own i e can be read in any order and address a specific challenge students have in learning and doing science Each chapter summarizes the research explaining why students struggle and concludes by offering several teaching options categorized by how easy or difficult they are to implement Some for example can work in a large lecture class without a great expenditure of time others may require more preparation and a more adventurous approach to teaching Each strategy is accompanied by a table categorizing its likely impact how much time it will take in class or out and how difficult it will be to implement Like scientific research teaching works best when faculty start with a goal in mind plan an approach building on the literature use well tested methodologies and analyze results for future trials Linda Hodges message is that with such intentional thought and a bit of effort faculty can succeed in helping many more students gain exciting new skills and abilities whether those students are potential scientists or physicians or entrepreneurs Her book serves as a mini compendium of current research as well as a protocol manual a readily accessible guide to the literature the best practices known to date and a framework for thinking about teaching

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