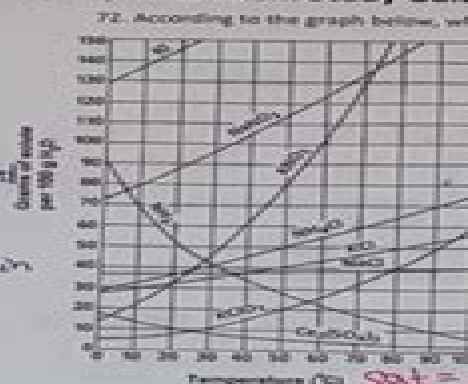


### Vocab

64. Unsaturated
65. Saturated  
maximum amt. of solute dissolved  
at that temp.
66. Solubility  
the amount (g) of solute  
that can dissolve at a certain  
temp.
67. Rate of dissolution  
how fast a solute can  
dissolve
68. Molarity  
concentration  $M = \frac{\text{mol solute}}{1 \text{ Liter}}$
69. Supersaturated  
more than max amt. of solute  
dissolved in solvent
70. Electrolyte  
- must be soluble  
- must be ionic  
can conduct electricity
71. List 3 ways to increase the rate of dissolution of a solid:
1. increase surface area (crush)
  2. increase temperature
  3. stir

### SOLUBILITY OF COMMON IONIC COMPOUNDS IN WATER

<b>Soluble compounds contain</b>	<b>Common exceptions</b>
$\text{C}_4\text{H}_9\text{O}_2^-$ , $\text{CH}_3\text{COO}^-$	None
$\text{NH}_4^+$	None
$\text{NO}_3^-$	None
$\text{Cl}^-$	None
$\text{ClO}^-$	None
$\text{ClO}_2^-$	None
$\text{ClO}_3^-$	None
$\text{ClO}_4^-$	None
$\text{Br}^-$	Compounds of $\text{Ag}^+$ , $\text{Pb}^{2+}$ , and $\text{Hg}_2^{2+}$
$\text{I}^-$	Compounds of $\text{Ag}^+$ , $\text{Pb}^{2+}$ , and $\text{Hg}_2^{2+}$
$\text{SO}_3^{2-}$	Compounds of $\text{Ag}^+$ , $\text{Pb}^{2+}$ , and $\text{Hg}_2^{2+}$
<b>Insoluble compounds contain</b>	<b>Common exceptions</b>
$\text{CO}_3^{2-}$	Compounds of $\text{NH}_4^+$ and the alkali metal cations
$\text{PO}_4^{3-}$	Compounds of $\text{NH}_4^+$ and the alkali metal cations
$\text{CrO}_4^{2-}$	Compounds of $\text{NH}_4^+$ and the alkali metal cations
$\text{Cr}_2\text{O}_7^{2-}$	Compounds of $\text{NH}_4^+$ and the alkali metal cations
$\text{OH}^-$	Compounds of $\text{NH}_4^+$ , the alkali metal cations, $\text{Ca}^{2+}$ , $\text{Sr}^{2+}$ , and $\text{Ba}^{2+}$
$\text{S}^{2-}$	Compounds of $\text{NH}_4^+$ , the alkali metal cations, $\text{Ca}^{2+}$ , $\text{Sr}^{2+}$ , and $\text{Ba}^{2+}$



76. Use the solubility rules table on the left to help you with the following:

	Soluble	Insoluble	Dissociation reaction	Is it an electrolyte?	How many ions are produced?
$\text{NaNO}_3$	✓		$\text{NaNO}_3 \xrightarrow{\text{H}_2\text{O}} \text{Na}^+ + \text{NO}_3^-$	✓	2
$\text{Na}_2\text{CO}_3$	✓		$\text{Na}_2\text{CO}_3 \xrightarrow{\text{H}_2\text{O}} 2\text{Na}^+ + \text{CO}_3^{2-}$	✓	3
$\text{NaCl}$	✓		$\text{NaCl} \xrightarrow{\text{H}_2\text{O}} \text{Na}^+ + \text{Cl}^-$	✓	2
$\text{Ca}(\text{NO}_3)_2$	✓		$\text{Ca}(\text{NO}_3)_2 \xrightarrow{\text{H}_2\text{O}} \text{Ca}^{2+} + 2\text{NO}_3^-$	✓	3
$\text{CaCO}_3$		✓	does not dissociate	NO	0

Molarity (M) is the number of moles of solute in one liter of solution.

$$\text{molarity}(M) = \frac{\text{amount of solute (mol)}}{\text{volume of solution (L)}}$$

**Dilution:** the action of making a stock solution less concentrated

$$M_{11}V_1 = M_{21}V_2$$

77. Calculate the Molarity of a solution that contains 100grams of NaCl in 5.00L of solution( the molar mass of NaCl is 58.44 g/mol)

① convert g  $\rightarrow$  mol  

$$\frac{100 \text{ g NaCl}}{58.44 \text{ g}} \times \frac{1 \text{ mol}}{1} = 1.71 \text{ mol}$$

$$m = \frac{\text{mol}}{L}$$

$$M = \frac{1.71 \text{ mol}}{5.00 \text{ L}} =$$

0.34 molar  
solution  
NaCl

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School and Society ..., 1923      *School & Society* James McKeen Cattell, Will Carson Ryan, Raymond Walters, 1923

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Fung, Christoph Zimmermann, 2021-07-03 Technology Enabled Blended Learning Experiences for Chemistry Education and Outreach discusses new technologies and their potential for the advancement of chemistry education particularly in topics that are difficult to demonstrate in traditional 2d media The book covers the theoretical background of technologies currently in use such as virtual and augmented reality introducing readers to the current landscape and providing a solid foundation on how technology can be usefully integrated in both learning and teaching chemistry content Other sections cover the implementation of technology how to design a curriculum and how new tactics can be applied to both outreach and evaluation efforts Case studies supplement the information presented providing the reader with practicable examples and applications of covered theories and technologies Drawing on the broad experiences and unique insights of a global team of authors from a whole host of different backgrounds the book aims to stimulate readers creativity and inspire them to find their own novel applications of the techniques highlighted in this volume Provides detailed information on the theoretical background of technology usage in chemistry education including discussions of augmented and virtual reality Helps readers understand available options and make informed decisions on how to best utilize technology to enhance their chemistry teaching using concepts surrounding blended learning Presents examples of theory in practice through case studies that detail completed implementations from around the world      Educational Review, 1927      **Science Tests and Reviews**

Buros Center, 1975 Science Tests and Reviews consisting of science sections of the first seven MMYs and Tests in Print II includes 217 original test reviews written by 81 specialists 18 excerpted test reviews 270 references on the construction use and validity of specific tests a bibliography on in print science tests references for specific tests cumulative name indexes for specific tests with references a publishers directory title index name index and a scanning index The 97 tests covered fall into the following categories 23 general 14 biology 35 chemistry 3 geology 6 miscellaneous and 16 physics      Quarterly Review of Distance Education Michael Simonson, Anymir Orellana, 2022-08-01 The Quarterly Review of Distance Education is a rigorously refereed journal publishing articles research briefs reviews and editorials dealing with the theories research and practices of distance education The Quarterly Review publishes articles that utilize various methodologies that permit generalizable results which help guide the practice of the field of distance education in the public and private sectors The Quarterly Review publishes full length manuscripts as well as research briefs editorials reviews of programs and scholarly works and columns The Quarterly Review defines distance education as institutionally based formal education in which the learning group is separated and interactive technologies are used to unite the learning group      Educational Review Nicholas Murray Butler, Frank Pierrepont Graves, William McAndrew, 1927 Vols 19 34 include Bibliography of education for

1899 1906 compiled by James I Wyer and others      **Organic Chemistry As a Second Language: First Semester Topics**  
David R. Klein, 2016-05-02 Readers continue to turn to Klein's Organic Chemistry as a Second Language First Semester Topics 4th Edition because it enables them to better understand fundamental principles solve problems and focus on what they need to know to succeed This edition explores the major principles in the field and explains why they are relevant It is written in a way that clearly shows the patterns in organic chemistry so that readers can gain a deeper conceptual understanding of the material Topics are presented clearly in an accessible writing style along with numerous hands on problem solving exercises      *Chemistry for Higher Education* Jan H. Apotheker, 2018-08-21 Current publication gives hands on recommendations how to develop a successful course in either the bachelor or the master of chemistry The author discusses different ways of course building such as lectures workshops seminars and labs explains how to identify potential improvements for the next run of the class and elucidates the tools to create an efficient learning environment that helps students to understand the nature of chemistry      Catholic Educational Review Edward Aloysius Pace, Thomas Edward Shields, 1927      Directory of Distance Learning Opportunities Modoc Press, Inc., 2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation      **Organic Chemistry I Workbook For Dummies** Arthur Winter, 2009-01-29 From models to molecules to mass spectrometry solve organic chemistry problems with ease Got a grasp on the organic chemistry terms and concepts you need to know but get lost halfway through a problem or worse yet not know where to begin Have no fear this hands on guide helps you solve the many types of organic chemistry problems you encounter in a focused step by step manner With memorization tricks problem solving shortcuts and lots of hands on practice exercises you'll sharpen your skills and improve your performance You'll see how to work with resonance the triple threat alkanes alkenes and alkynes functional groups and their reactions spectroscopy and more 100s of Problems Know how to solve the most common organic chemistry problems Walk through the answers and clearly identify where you went wrong or right with each problem Get the inside scoop on acing your exams Use organic chemistry in practical applications with confidence      Organic Chemistry as a Second Language David R. Klein, 2019-09-11 Organic chemistry can be a challenging subject Most students view organic chemistry as a subject requiring hours upon hours of memorization Author David Klein's Second Language books prove this is not true organic chemistry is one continuous story that actually

makes sense if you pay attention Offering a unique skill building approach these market leading books teach students how to ask the right questions to solve problems study more efficiently to avoid wasting time and learn to speak the language of organic chemistry Covering the initial half of the course Organic Chemistry as a Second Language First Semester Topics reviews critical principles and explains their relevance to the rest of the course Each section provides hands on exercises and step by step explanations to help students fully comprehend classroom lectures and textbook content Now in its fifth edition this valuable study resource covers the characteristics of molecules the nature of atomic bonds the relationships between different types of molecules drawing and naming molecules and essential molecular reactions

*Artificial Intelligence in Education. Posters and Late Breaking Results, Workshops and Tutorials, Industry and Innovation Tracks, Practitioners, Doctoral Consortium and Blue Sky* Andrew M. Olney, Irene-Angelica Chounta, Zitao Liu, Olga C. Santos, Ig Ibert Bittencourt, 2024-07-01 This volume constitutes poster papers and late breaking results presented during the 25th International Conference on Artificial Intelligence in Education AIED 2024 which took place in Recife Brazil during July 8 12 2024 The 18 full papers and 92 short papers were carefully reviewed and selected from 200 submissions They are organized in topical sections as follows Part One Blue Sky Industry Innovation and Practitioner Wide AIED and Late Breaking Results Part Two Late Breaking Results Doctoral Consortium Workshops and Tutorials

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**Instructional Tests in Chemistry** Earl Rouse Glenn, Louis E. Welton, 1929

**Digital Learning and Teaching in Chemistry** Yehudit Dori, Courtney Ngai, Gabriela Szteinberg, 2023-07-12 Education is always evolving and most recently has shifted to increased online or remote learning Digital Learning and Teaching in Chemistry compiles the established and emerging trends in this field specifically within the context of learning and teaching in chemistry This book shares insights about five major themes best practices for teaching and learning digitally digital learning platforms virtual visualisation and laboratory to promote learning in science digital assessment and building communities of learners and educators The authors are chemistry instructors and researchers from nine countries contributing an international perspective on digital learning and teaching in chemistry While the chapters in this book span a wide variety of topics as a whole they focus on using technology and digital platforms as a method for supporting inclusive and meaningful learning The best practices and recommendations shared by the authors are highly relevant for modern chemistry education as teaching and learning through digital methods is likely to persist Furthermore teaching chemistry digitally has the potential to bring greater equity to the field of chemistry education in terms of who has access to quality learning and this book will contribute to that goal This book will be essential reading for those working in chemical education and teaching Yehudit Judy Dori is internationally recognised formerly Dean of the Faculty of Education of Science and Technology at the Technion Israel Institute of Technology and won the 2020 NARST Distinguished Contributions to Science Education through Research Award DCRA for her exceptional research contributions Courtney Ngai and Gabriela Szteinberg

are passionate researchers and practitioners in the education field Courtney Ngai is the Associate Director of the Office of Undergraduate Research and Artistry at Colorado State University Gabriela Szteinger serves as Assistant Dean and Academic Coordinator for the College of Arts and Sciences at Washington University in St Louis

**Resources in Education**, 1994 *Best Practices for Flipping the College Classroom* Julie B. Waldrop, Melody A. Bowdon, 2015-06-26 Best Practices for Flipping the College Classroom provides a comprehensive overview and systematic assessment of the flipped classroom methodology in higher education The book Reviews various pedagogical theories that inform flipped classroom practice and provides a brief history from its inception in K 12 to its implementation in higher education Offers well developed and instructive case studies chronicling the implementation of flipped strategies across a broad spectrum of academic disciplines physical environments and student populations Provides insights and suggestions to instructors in higher education for the implementation of flipped strategies in their own courses by offering reflections on learning outcomes and student success in flipped classrooms compared with those employing more traditional models and by describing relevant technologies Discusses observations and analyses of student perceptions of flipping the classroom as well as student practices and behaviors particular to flipped classroom models Illuminates several research models and approaches for use and modification by teacher scholars interested in building on this research on their own campuses The evidence presented on the flipped classroom methodology by its supporters and detractors at all levels has thus far been almost entirely anecdotal or otherwise unreliable Best Practices for Flipping the College Classroom is the first book to provide faculty members nuanced qualitative and quantitative evidence that both supports and challenges the value of flipping the college classroom

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