

Name: Carmen Chadwick

Date: 11/16/11

Student Exploration: Element Builder

Vocabulary: atom, atomic number, electron, electron dot diagram, element, energy level, ion, isotope, mass number, neutron, nucleus, periodic table, proton, radioactive, valence electrons

Prior Knowledge Questions (Do these BEFORE using the Gizmo.)

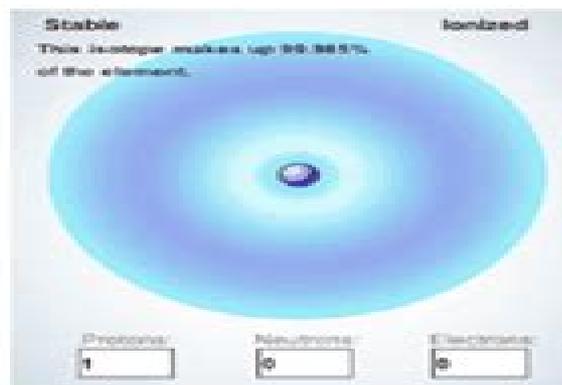
1. What are some of the different substances that make up a pizza? Cheese, dough, pepperoni, sauce, and sausage.
2. What substances make up water? Hydrogen and Oxygen
3. What substances make up an iron pot? Iron

Elements are pure substances that are made up of one kind of **atom**. Pizza is not an element because it is a mixture of many substances. Water is a pure substance, but it contains two kinds of atom: oxygen and hydrogen. Iron is an element because it is composed of one kind of atom.

Gizmo Warm-up

Atoms are tiny particles of matter that are made up of three particles: **protons**, **neutrons**, and **electrons**. The *Element Builder Gizmo™* shows an atom with a single proton. The proton is located in the center of the atom, called the **nucleus**.

1. Use the arrow buttons (↔) to add protons, neutrons, and electrons to the atom. Press **Play** (▶).
 - A. Which particles are located in the nucleus?
Protons and Neutrons.
 - B. Which particles orbit around the nucleus?
Electrons.



2. Turn on **Show element name**. What causes the element name to change? Protons.

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Classroom Testing and Assessment for ALL Students Spencer J. Salend, 2009-11-10 A rare opportunity for the new generation of educators to learn alongside a well known and experienced educator to integrate all learning styles into assessments Principals should consider this for faculty book studies The presented techniques will no doubt raise standardized test scores while teachers continue to present real curriculum Janette Bowen Sixth Grade Teacher Junction City Middle School KS Give all students an equal chance to perform well on your classroom tests and assessments In today s diverse classrooms students of different socioeconomic linguistic and cultural backgrounds and ability levels share a common learning environment To meet each student s unique strengths and needs educators need flexible testing and assessment strategies that fulfill the requirements for standardized assessment and accountability in ways that don t put students at a disadvantage because of their differences Classroom Testing and Assessment for ALL Students helps both general and special education teachers meet and move beyond the challenges of NCLB and IDEA by using teacher made tests appropriate testing accommodations technology based testing and classroom based assessments that support the teaching and learning process so all students have the opportunity to succeed The book offers ways for teachers to better differentiate their testing and assessment strategies through Classroom and school based examples in each chapter Bulleted information outlining hands on research based strategies for teacher implementation Forms reproducible stories vignettes reflection questions and checklists that guide educators in applying and tailoring the strategies to their classrooms and students Tips on using technology to help all students perform better Teachers know their students best This resource allows teachers to design tests and assessments to accommodate the various strengths and needs of all learners in their classroom

Human-Computer Interaction. HCI Applications and Services Julie A. Jacko, 2007-08-24 Here is the fourth of a four volume set that constitutes the refereed proceedings of the 12th International Conference on Human Computer Interaction HCII 2007 held in Beijing China jointly with eight other thematically similar conferences It covers business applications learning and entertainment health applications work and collaboration support web based and mobile applications as well as advanced design and development support

The Builder, 1906 *LAN Switching and Wireless* Wayne Lewis, 2008 LAN Switching and Wireless CCNA Exploration Companion Guide Wayne Lewis Ph D LAN Switching and Wireless CCNA Exploration Companion Guide is the official supplemental textbook for the LAN Switching and Wireless course in the Cisco Networking Academy CCNA R Exploration curriculum version 4 This course provides a comprehensive approach to learning the technologies and protocols needed to design and implement a converged switched network The Companion Guide written and edited by a Networking Academy instructor is designed as a portable desk reference to use anytime anywhere The book s features reinforce the material in the course to help you focus on important concepts and organize your study time for exams New and improved features help you study and succeed in this course Chapter objectives Review core concepts by

answering the questions listed at the beginning of each chapter Key terms Refer to the updated lists of networking vocabulary introduced and turn to the highlighted terms in context in each chapter Glossary Consult the all new comprehensive glossary with more than 190 terms Check Your Understanding questions and answer key Evaluate your readiness with the updated end of chapter questions that match the style of questions you see on the online course quizzes The answer key explains each answer Challenge questions and activities Strive to ace more challenging review questions and activities designed to prepare you for the complex styles of questions you might see on the CCNA exam The answer key explains each answer Wayne Lewis is the Cisco Academy Manager for the Pacific Center for Advanced Technology Training PCATT based at Honolulu Community College How To Look for this icon to study the steps that you need to learn to perform certain tasks Packet Tracer Activities Explore networking concepts in activities interspersed throughout some chapters using Packet Tracer v4.1 developed by Cisco The files for these activities are on the accompanying CD ROM Also available for the LAN Switching and Wireless course LAN Switching and Wireless CCNA Exploration Labs and Study Guide ISBN 10 1 58713 202 8 ISBN 13 978 1 58713 202 5 Companion CD ROM The CD ROM provides many useful tools and information to support your education Packet Tracer Activity exercise files A Guide to Using a Networker's Journal booklet Taking Notes A txt file of the chapter objectives More IT Career Information Tips on Lifelong Learning in Networking This book is part of the Cisco Networking Academy Series from Cisco Press R Books in this series support and complement the Cisco Networking online curriculum

Proceedings of the 17th European Conference on Game-Based Learning Ton Spil, Guido Bruinsma, Luuk Collou, 2023-10-05 These proceedings represent the work of contributors to the 24th European Conference on Knowledge Management ECKM 2023 hosted by Iscte Instituto Universit rio de Lisboa Portugal on 7-8 September 2023 The Conference Chair is Prof Florinda Matos and the Programme Chair is Prof Ivaro Rosa both from Iscte Business School Iscte Instituto Universit rio de Lisboa Portugal ECKM is now a well established event on the academic research calendar and now in its 24th year the key aim remains the opportunity for participants to share ideas and meet the people who hold them The scope of papers will ensure an interesting two days The subjects covered illustrate the wide range of topics that fall into this important and ever growing area of research The opening keynote presentation is given by Professor Leif Edvinsson on the topic of Intellectual Capital as a Missed Value The second day of the conference will open with an address by Professor Noboru Konno from Tama Graduate School and Keio University Japan who will talk about Society 5.0 Knowledge and Conceptual Capability and Professor Jay Liebowitz who will talk about Digital Transformation for the University of the Future With an initial submission of 350 abstracts after the double blind peer review process there are 184 Academic research papers 11 PhD research papers 1 Masters Research paper 4 Non Academic papers and 11 work in progress papers published in these Conference Proceedings These papers represent research from Australia Austria Brazil Bulgaria Canada Chile China Colombia Cyprus Czech Republic Denmark Finland France Germany Greece Hungary India Iran Iraq Ireland Israel Italy

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Digital Collaborative Learning in General, Higher, and Business Education Henrik Bellhäuser, Sanna Järvelä, Rene Roepke, Christin Siegfried, Carolyn Rose, 2025-04-10 Please note that all spontaneous submissions are required to submit an abstract and await feedback before submitting the full manuscript any spontaneous submissions which only submit a full manuscript will be rejected Collaborative learning takes place with the expectation that people will achieve more together than alone Crucial to this is the appropriate composition of groups and the participation of each group member through communication written verbal or non verbal by sharing ideas experiences and knowledge in a diverse and elaborate way However collaboration is extended and substantially changed by the Internet and other technologies The always on connection to the Internet enables people to be in contact with peers anytime and anywhere and can help to overcome social isolation which is particularly common in digital learning contexts not least because it can positively influence learner satisfaction The ability to record speech and writing in a digital context encourages reflection on one's own contributions before they are made available to the group Moreover digital applications and methods can support the externalization of one's own thinking and learning processes to the group members AI helps to investigate how collaborative learning works e.g. through data driven methods of learning analytics

Beginning Mac OS X Programming Michael Trent, Drew McCormack, 2005-10-24 Beginning Mac OS X Programming Every Mac OS X system comes with all the essentials required for programming free development tools resources and utilities However finding the place to begin may be challenging especially if you have no prior development knowledge This comprehensive guide offers you an ideal starting point to writing programs on Mac OS X with coverage of the latest release 1.4 Tiger With its hands on approach the book examines a particular element and then presents step by step instructions that walk you through how to use that element when programming You'll quickly learn how to efficiently start writing programs on Mac OS X using languages such as C Objective C and AppleScript and technologies such as Carbon and Cocoa and other Unix tools In addition you'll discover techniques for incorporating the languages in order to create seamless applications All the while you can follow along on your own system so that you'll be prepared to apply your new Mac OS X skills to real world projects What you will learn from this book The major role the new Xcode plays in streamlining Mac OS X development The process for designing a graphical user interface on Mac OS X that conforms to Apple's guidelines How to write programs in the C and Objective C programming languages The various scripting languages available on the Mac OS X system and what tasks each one is best suited to perform How to write shell scripts that interact with pre installed command line tools Who this book is for This book is for novice programmers who want to get started writing programs that run on Mac OS X Experienced programmers who are new to the Mac will also find this book to be a useful overview of the Mac development environment Wrox Beginning

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THE Journal, 1997 **Building**, 1906 Computer Arts, 2005 *International Journal of Mini & Microcomputers*, 1990 Data Sources, 2000 *The Athenæum* James Silk Buckingham, John Sterling, Frederick Denison Maurice, Henry Stebbing, Charles Wentworth Dilke, Thomas Kibble Hervey, William Hepworth Dixon, Norman Maccoll, Vernon Horace Rendall, John Middleton Murry, 1878 **For the Learning of Mathematics**, 1994 **The Integrated Early Childhood Curriculum** Suzanne Krogh, 1995 Aimed at courses on early childhood this text systematically shows how to apply a unified philosophy to early childhood curricula For the pre primary years there are cross curricular ideas that can be taught informally and for primary years there are suggestions for very academic environments **Consumer Sourcebook**, 2001 *Merrill Earth Science* Ralph M. Feather, Susan Leach Snyder, Dale T. Hesser, 1995

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web using algebra the moles was founded to be 0 00352 moles of butane in order to find the molarity the mass of the butane should be divided by the moles after further calculations the molarity of the butane gas was calculated to be 56 81 grams moles this lab is done with tons of sources of error

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web this data shows that there was a gain the mass of the lighter which shows that there was a certain amount of butane 0 38 grams 0 02 grams gas that was successfully collected during the gas collection there is a mild influence of barometric pressure during both trials as shown above in the raw data

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web 11 use avogadro s law to determine the number of moles of butane gas assume that butane is an ideal gas and that one mole has a volume of 22 4 l at stp v 1 n 1 v 2 n 2 0 0896 l n 22 4 l 1 mole n 0 0040 moles 12 experimental molar mass g mole of butane 0 23 g 0 0040 moles 58 g mole 13 the molecular formula of butane is c 4 h 10

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web nov 3 2020 in this experiment the moles and mass will be required to determine the molar mass of butane in a butane

lighter experimental to begin the experiment the mass of a butane lighter was measured before using the butane gas to deplete the water to the 80ml mark on a graduated cylinder

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web dec 18 2020 in this lab students will experimentally determine the molar mass of a gas specifically butane c 4 h 10 by collection over water this experiment is an inquiry based experiment for 2nd year chemistry or ap chemistry students who have previously collected an insoluble gas

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web possible answer butane is extremely flammable and will ignite possible answer because the butane will not dissolve in the water it is possible for butane gas possible to form under water and get trapped possible answers 0 c 273 15 k and 1 atm 101 3 kpa c4h10 12 01 g mol 4 48 04 g mol

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web the pressure of the gas the pressure of the gas was calculated using dalton s law of partial pressures by subtracting the pressure of the water vapor from the total pressure which in this case was the atmospheric pressure 760mm hg the pressure of the water vapor was found by using the temperature of the water

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web jun 18 2019 an ideal gas follows the ideal gas law at all conditions of p and t the particles in an ideal gas do not have finite size and volume the collisions between the ideal gas particles are said to be elastic they exert no attractive or repulsive forces hydrogen gas generated in today s experiment is however a real gas not an ideal gas

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web chemistry 20 lab determining the molar mass of butane problem what is the experimental molar mass of butane gas c 4 h 10 data collection table 1 data collected to determine molar mass of butane gas c 4 h 10 using water displacement method

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web in this lab you will collect a measurable volume of butane gas using water displacement using dalton s law and the ideal gas law the number of moles of butane gas and then the molar mass of butane can be calculated your experimental value for molar mass will be compared to the known molar mass of butane and percent error calculated

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web instructions choose an answer and hit next you will receive your score and answers at the end question 1 of 3 butane and isobutane are constitutional isomers which of the following best

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web use the combined gas law to determine the volume in l of butane at stp use avogadro s law to determine the number of moles of butane gas assume that butane is an ideal gas and that one mole has a volume of 22 l at stp experimental molar mass g mole of butane the molecular formula of butane is c 4 h 10

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web although the most convenient gas for this is butane other gases may be available in similar small cylinders the collection of a gas sample and the weighing of the gas cylinder before and after this should take about 5 10 minutes as a demonstration