

# Physical Science – 2nd Semester – Final Exam Study Guide – (2012–2013)

## 1. Physical Science Basics

- What tool(s) would you want to use to find the:
  - Mass of an object? triple beam balance Basic SI Unit? kg
  - Volume of an object? ruler or water displacement method Basic SI Unit? cm<sup>3</sup> or ml
  - Length of an object? Ruler Basic SI Unit? meter
  - Density of an object? graduated cylinder Basic SI Unit? ml
- What is the formula for calculating density? mass/volume
  - What is the density of a cube that is 25 g and has a volume of 3 cm<sup>3</sup>? 8g/cm<sup>3</sup>
  - Compare the density of solid H<sub>2</sub>O to liquid H<sub>2</sub>O, and explain what observable effect this has. solid H<sub>2</sub>O less dense than liquid H<sub>2</sub>O

## 2. Chemistry Basics

- Element (def.) substance made up of one kind of atom
- Atom (def.) basic building block of matter
- Compound (def.) a molecule that contains atoms or molecules of two or more different elements
- Molecule (def.) a combination of two or more of the same or different atoms that are bonded together

## 3. Model of the Atomic Evolution of the Atomic Theory

Atoms are so small that many scientists throughout history have created models to describe them.

Why have atomic theories changed over time? Better technology came around.

Scientist	Year	Major Discovery/ Contribution	Name of atomic model
John Dalton	1802	Each element is made up of small, indivisible particles called atoms. Different elements have atoms of different masses.	Billiard Ball Model
J.J. Thomson	1897	Negatively charged electron	Plum Pudding Model
Niels Bohr	1913	Electrons move <u>fixed orbits</u> around the atom's nucleus in specific layers, or <u>electron shells</u> . Atoms absorb or give off energy when the electrons move from one shell ( <u>energy level</u> ) to another.	Bohr Model
Ernest Rutherford	1909	1909 /Based on idea that positive reflects positive/ atom mostly empty space; electrons orbit randomly around positively charged nucleus	Planetary Model

## 4. Periodic Table

- The current periodic table is arranged by increasing atomic number.
- Reading the Periodic Table
  - An element's properties can be predicted from its location in the periodic table.
  - The atomic number represents the number of protons.
  - The atomic mass represents the number of protons and neutrons.

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**X-kit Exam 2004 Physical Science** ,2005      X-kit Fet G11 Phys Science Chemist Clive Long,2010      *Natuur- en Skeikunde HG* Clive Long,2004      X-kit Fet G11 Phys Science Physics Long, C,2009      FCS Physical Science L3 Karen Morrison,2008      **Natuur- en Skeikunde SG** Clive Long,2004      **FCS physical science L2** ,2007      **There are No Boundaries to Independent Study** Colorado Consortium for Independent Study via Correspondence,1987      Social Science David C. Colander,2015-08-07 Social Science 15 e approaches social science from a common sense perspective rather than from a conventional social science angle Readers will see how seemingly diverse disciplines intermingle anthropology and economics for example In the end students will be able to approach social issues with unbiased problem solving skills      **A Bibliography of Science** William Swan Stallybrass (formerly Sonnenschein.),William Swan Sonnenschein,1897      *Pearson's Magazine* ,1912 Pearson s Magazine 1899 1925 a monthly magazine devoted to literature politics and the arts was founded as a New York affiliate of the London periodical of the same name part of which it reprinted From 1916 to 1923 it was edited by Frank Harris      **The English Catalogue of Books ...** Sampson Low,1901

**Peterson's Guide to Graduate Programs in the Physical Sciences and Mathematics** ,1991      **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 naive 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

**Using Statistical Methods in Social Science Research** Soleman H. Abu-Bader,2011-06 In Using Statistical Methods Soleman Abu Bader detects and addresses the gaps between the research and data analysis of the classroom environment and the practitioner's office This book not only guides social scientists through different tests but also provides students and researchers alike with information that will help them in their own practice With focus on the purpose rationale and assumptions made by each statistical test and a plethora of research examples that clearly display their applicability and function in real world practice Professor Abu Bader creates a step by step description of the process needed to clearly organize choose a test or statistical technique analyze interpret and report research findings

**Blended Learning: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources,2016-08-18 Traditional classroom learning environments are quickly becoming a thing of the past as research continues to support the integration of learning outside of a structured school environment Blended learning in particular offers the best of both worlds combining classroom learning with mobile and web based learning environments Blended Learning Concepts Methodologies Tools and Applications explores emerging trends case studies and digital tools for hybrid learning in modern educational settings Focusing on the latest technological innovations as well as effective pedagogical practice this critical multi volume set is a comprehensive resource for instructional designers educators administrators and graduate level students in the field of education

**Fundamentals of Sociology** Vidya Bhushan,D. R. Sachdeva,2012 Fundamentals of Sociology is a textbook for undergraduate students of sociology This book comprehensively explains the basics of sociology including social concepts institutions and the theories of prominent thinkers Importance has also been given to various important approaches to sociology including women and society social change and the role of social legislation in social change The book is designed keeping in mind the students needs Therefore every unit is divided into chapters which are further divided into subtopics Every chapter ends with a number of questions for the students practice The book contains an exhaustive list of suggested readings for students who wish to explore this subject further

Society for Neuroscience Abstracts Society for Neuroscience. Annual Meeting,1996 **Handbook for Educational Professionals: The Bristol Guide 2020/21** UNIVERSITY OF BRISTOL, School of Education,2021-08-02 The guide is an essential resource

for trainee teachers working towards the Teachers Standards for qualified teacher status QTS It also helps newly qualified teachers NQTs and more experienced teachers have an understanding of and always act within the statutory frameworks which set out their professional duties and responsibilities Teachers Standards Higher Level Teaching Assistants HLTAs and Teaching Assistants TAs working towards HLTA status will find the guide invaluable in developing knowledge of how other frameworks that support the development and well being of children and young people impact upon their practice HTLA Professional Standards

**Implementation and Critical Assessment of the Flipped Classroom Experience** Scheg, Abigail G.,2015-01-31 In the past decade traditional classroom teaching models have been transformed in order to better promote active learning and learner engagement Implementation and Critical Assessment of the Flipped Classroom Experience seeks to capture the momentum of non traditional teaching methods and provide a necessary resource for individuals who are interested in taking advantage of this pedagogical endeavor Using narrative explanations and foundation materials provided by experienced instructors this premier reference work presents the benefits and challenges of flipped methodology implementation in today s classroom to educators and educational administrators across all disciplines and levels

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