

















Types of Chemical Reactions

Do atoms rearrange in predictable patterns during chemical reactions?

Why?

Recognizing patterns allows us to predict future behavior. Weather experts use patterns to predict dangerous storms so people can get their families to safety. Political analysts use patterns to predict election outcomes. Similarly, chemists classify chemical equations according to their patterns to help predict products of unknown but similar chemical reactions.

Model 1 - Types of Reactions

$$N_{y}(g) + 3H_{y}(g) \rightarrow 2NH_{y}(g)$$

$$2SO_j(g) + O_j(g) \rightarrow 2SO_j(g)$$

$$MgO(s) + H_2O(l) \rightarrow Mg(OH)_2(aq)$$

$$\mathrm{P_{2}O_{3}(g)} + 3\mathrm{H_{2}O(l)} \rightarrow 2\mathrm{H_{2}PO_{4}(aq)}$$

$$SO_{*}(g) + H_{*}O(l) \rightarrow H_{*}SO_{*}(aq)$$

serc single replacement reaction

$$2Al(NO_s)_s(aq) + 3Ca(s) \rightarrow 3Ca(NO_s)_s(aq) + 2Al(s)$$

$$2Al(s) + 6HCl(aq) \rightarrow 2AlCl_s(aq) + 3H_s(g)$$

$$Cl_j(g) + 2NaBr(aq) \rightarrow 2NaCl(aq) + Br_j(l)$$

$$ZnBr_{r}(xq) + F_{r}(g) \rightarrow ZnF_{r}(xq) + Br_{r}(l)$$

Son B Decomposition Reaction

$$MgCO_{\epsilon}(s) \rightarrow MgO(s) + CO_{\epsilon}(g)$$

$$8Li_*S(s) \rightarrow 16Li(s) + S_*(s)$$

$$2H_1O(1) \rightarrow 2H_1(g) + O_1(g)$$

$$2KClO_{s}(s) \rightarrow 2KCl(s) + 5O_{s}(g)$$

$$2Na_sO_s(s) \rightarrow 2Na_sO(s) + O_s(g)$$

$$(NH_s)_sCO_s(s) \rightarrow 2NH_s(g) + H_sO(0 + CO_s(g))$$

Ser D Double Replacement Reaction

$$AgNO_s(aq) + NaO((aq) \rightarrow AgO(s) + NaNO_s(aq)$$

$$2HNO_{s}(sq) + Mg(OH)_{s}(sq) \rightarrow Mg(NO_{s})_{s}(sq) + 2H_{s}O(l)$$

$$Na_sCO_s(aq) + CaCL_s(aq) \rightarrow CaCO_s(s) + 2NaCl_s(aq)$$

$$FeS(s) = 2HCl(aq) \rightarrow H_sS(g) + FeCl_s(aq)$$

$$HCl(aq) + NsOH(aq) \rightarrow H_1O(l) + NsCl(aq)$$

The chemical equations in Model 1 contain the phase notations (s), (f), (g), and (aq). Match
each numbel with its meaning.

dissolved in water







- Based on the examples provided, which set(s) of reactions in Model 1 typically involve ions in solution (A, B, C or D)?

 Set

 D
- Based on the examples provided, which set(s) of reactions in Model 1 typically involve gases and/or solids?
 Set. B





Pogil Activities High School Chemistry

Michael P. Garoutte

Pogil Activities High School Chemistry:

POGIL Shawn R. Simonson, 2023-07-03 Process Oriented Guided Inquiry Learning POGIL is a pedagogy that is based on research on how people learn and has been shown to lead to better student outcomes in many contexts and in a variety of academic disciplines Beyond facilitating students mastery of a discipline it promotes vital educational outcomes such as communication skills and critical thinking Its active international community of practitioners provides accessible educational development and support for anyone developing related courses Having started as a process developed by a group of chemistry professors focused on helping their students better grasp the concepts of general chemistry The POGIL Project has grown into a dynamic organization of committed instructors who help each other transform classrooms and improve student success develop curricular materials to assist this process conduct research expanding what is known about learning and teaching and provide professional development and collegiality from elementary teachers to college professors As a pedagogy it has been shown to be effective in a variety of content areas and at different educational levels This is an introduction to the process and the community Every POGIL classroom is different and is a reflection of the uniqueness of the particular context the institution department physical space student body and instructor but follows a common structure in which students work cooperatively in self managed small groups of three or four The group work is focused on activities that are carefully designed and scaffolded to enable students to develop important concepts or to deepen and refine their understanding of those ideas or concepts for themselves based entirely on data provided in class not on prior reading of the textbook or other introduction to the topic The learning environment is structured to support the development of process skills such as teamwork effective communication information processing problem solving and critical thinking The instructor s role is to facilitate the development of student concepts and process skills not to simply deliver content to the students The first part of this book introduces the theoretical and philosophical foundations of POGIL pedagogy and summarizes the literature demonstrating its efficacy The second part of the book focusses on implementing POGIL covering the formation and effective management of student teams offering guidance on the selection and writing of POGIL activities as well as on facilitation teaching large classes and assessment The book concludes with examples of implementation in STEM and non STEM disciplines as well as guidance on how to get started Appendices provide additional resources and information about The POGIL Project Introductory Chemistry Michael P. Garoutte, Ashley B. Mahoney, 2015-08-10 The ChemActivities found in Introductory Chemistry A Guided Inquiry use the classroom guided inquiry approach and provide an excellent accompaniment to any one semester Introductory text Designed to support Process Oriented Guided Inquiry Learning POGIL these materials provide a variety of ways to promote a student focused active classroom that range from cooperative learning to active student participation in a more traditional setting **POGIL Activities for High School Chemistry** High School POGIL Initiative, 2012 Chemistry Richard S. Moog, John J. Farrell, 2017-06-26 In the newly updated 7th Edition Chemistry

A Guided Inquiry continues to follow the underlying principles developed by years of extensive research on how students learn and draws on testing by those using the POGIL methodology This text follows the principles of inquiry based learning and correspondingly emphasizes underlying chemistry concepts and the reasoning behind them This text provides an approach that follows modern cognitive learning principles by having students learn how to create knowledge based on experimental data and how to test that knowledge Transforming Urban Education Kenneth Tobin, Ashraf Shady, 2014-04-03 Transformations in Urban Education Urban Teachers and Students Working Collaboratively addresses pressing problems in urban education contextualized in research in New York City and nearby school districts on the Northeast Coast of the United States The schools and institutions involved in empirical studies range from elementary through college and include public and private schools alternative schools for dropouts and museums Difference is regarded as a resource for learning and equity issues are examined in terms of race ethnicity language proficiency designation as special education and gender The contexts for research on teaching and learning involve science mathematics uses of technology literacy and writing comic books A dual focus addresses research on teaching and learning to teach in urban schools Collaborative activities addressed explicitly are teachers and students enacting roles of researchers in their own classrooms cogenerative dialogues as activities to allow teachers and students to learn about one another s cultures and express their perspectives on their experienced realities and negotiate shared recommendations for changes to enacted curricula Coteaching is also examined as a means of learning to teach teaching and learning and undertaking research The scholarship presented in the constituent chapters is diverse reflecting multi logicality within sociocultural frameworks that include cultural sociology cultural historical activity theory prosody sense of place and hermeneutic phenomenology Methodologies employed in the research include narratology interpretive reflexive and authentic inquiry and multi level inquiries of video resources combined with interpretive analyses of social artifacts selected from learning environments This edited volume provides insights into research of places in which social life is enacted as if there were no research being undertaken The research was intended to improve practice Teachers and learners as research participants were primarily concerned with teaching and learning and as a consequence as we learned from research participants were made aware of what we learned the purpose being to improve learning environments Accordingly research designs are contingent on what happens and emergent in that what we learned changed what happened and expanded possibilities to research and learn about transformation through heightening participants awareness about possibilities for change and developing interventions General, Organic, and Biological Chemistry Michael P. Garoutte, 2014-02-24 Classroom activities to improve learning to support a General Organic and Biological Chemistry text Students can follow a guided inquiry approach as they learn chemistry in the classroom General Organic and Biological Chemistry A Guided Inquiry serves as an accompaniment to a GOB Chemistry text It can suit the one or two semester course This supplemental text supports Process Oriented Guided

Inquiry Learning POGIL which is a student focused group learning philosophy of instruction The materials offer ways to promote a student centered science classroom with activities The goal is for students to gain a greater understanding of chemistry through exploration Process Oriented Guided Inquiry Learning (POGIL) Richard Samuel Moog, 2008 POGIL is a student centered group learning pedagogy based on current learning theory This volume describes POGIL s theoretical basis its implementations in diverse environments and evaluation of student outcomes Chemistry Education in the ICT Age Minu Gupta Bhowon, Sabina Jhaumeer-Laulloo, Henri Li Kam Wah, Ponnadurai Ramasami, 2009-07-21 th th The 20 International Conference on Chemical Education 20 ICCE which had rd th Chemistry in the ICT Age as the theme was held from 3 to 8 August 2008 at Le M ridien Hotel Pointe aux Piments in Mauritius With more than 200 participants from 40 countries the conference featured 140 oral and 50 poster presentations th Participants of the 20 ICCE were invited to submit full papers and the latter were subjected to peer review The selected accepted papers are collected in this book of proceedings This book of proceedings encloses 39 presentations covering topics ranging from fundamental to applied chemistry such as Arts and Chemistry Education Biochemistry and Biotechnology Chemical Education for Development Chemistry at Secondary Level Chemistry at Tertiary Level Chemistry Teacher Education Chemistry and Society Chemistry Olympiad Context Oriented Chemistry ICT and Chemistry Education Green Chemistry Micro Scale Chemistry Modern Technologies in Chemistry Education Network for Chemistry and Chemical Engineering Education Public Understanding of Chemistry Research in Chemistry Education and Science Education at Elementary Level We would like to thank those who submitted the full papers and the reviewers for their timely help in assessing the papers for publication th We would also like to pay a special tribute to all the sponsors of the 20 ICCE and in particular the Tertiary Education Commission http tec intnet mu and the Organisation for the Prohibition of Chemical Weapons http www opcw org for kindly agreeing to fund the publication of these proceedings Increasing the Roles and Significance of Teachers in Policymaking for K-12 **Engineering Education** National Academies of Sciences, Engineering, and Medicine, National Academy of Engineering, Division of Behavioral and Social Sciences and Education, Teacher Advisory Council, 2017-01-01 Engineering is a small but growing part of K 12 education Curricula that use the principles and practices of engineering are providing opportunities for elementary middle and high school students to design solutions to problems of immediate practical and societal importance Professional development programs are showing teachers how to use engineering to engage students to improve their learning of science technology engineering and mathematics STEM and to spark their interest in engineering careers However many of the policies and practices that shape K 12 engineering education have not been fully or in some cases even marginally informed by the knowledge of teacher leaders To address the lack of teacher leadership in engineering education policymaking and how it might be mitigated as engineering education becomes more widespread in K 12 education in the United States the National Academies of Sciences Engineering and Medicine held a convocation on September 30

October 1 2016 Participants explored how strategic connections both within and outside classrooms and schools might catalyze new avenues of teacher preparation and professional development integrated curriculum development and more comprehensive assessment of knowledge skills and attitudes about engineering in the K 12 curriculum This publication summarizes the presentations and discussions from the event The Cambridge Handbook of Computing Education Research Sally A. Fincher, Anthony V. Robins, 2019-02-13 This is an authoritative introduction to Computing Education research written by over 50 leading researchers from academia and the industry Overcoming Students' Misconceptions in Science Mageswary Karpudewan, Ahmad Nurulazam Md Zain, A.L. Chandrasegaran, 2017-02-28 This book discusses the importance of identifying and addressing misconceptions for the successful teaching and learning of science across all levels of science education from elementary school to high school It suggests teaching approaches based on research data to address students common misconceptions Detailed descriptions of how these instructional approaches can be incorporated into teaching and learning science are also included The science education literature extensively documents the findings of studies about students misconceptions or alternative conceptions about various science concepts Furthermore some of the studies involve systematic approaches to not only creating but also implementing instructional programs to reduce the incidence of these misconceptions among high school science students These studies however are largely unavailable to classroom practitioners partly because they are usually found in various science education journals that teachers have no time to refer to or are not readily available to them In response this book offers an essential and easily accessible guide

Peer Coaching in Higher Education Barbara L. Gottesman, 2009-10-15 Peer Coaching in Higher Education describes a simple five step method for the improvement of teaching in colleges and universities Professors and instructors in small groups as departmental faculty or as inter and intra departmental partners can increase faculty collegiality and improve their teaching techniques for increases in student learning Gottesman explains the theory and practice of peer coaching specifically describing its application among the faculty and students of five universities She provides directions for a faculty conducting its own peer coaching seminar including necessary hand outs and examples Actual peer coaching exchanges give faculty ideas about the extended applications of this process

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Chemists' Guide to Effective Teaching Norbert J. Pienta, Melanie M. Cooper, Thomas J. Greenbowe, 2005 For courses in Methods of Teaching Chemistry Useful for new professors chemical educators or students learning to teach chemistry Intended for anyone who teaches chemistry or is learning to teach it this book examines applications of learning theories presenting actual techniques and practices that respected professors have used to implement and achieve their goals Each chapter is written by a chemist who has expertise in the area and who has experience in applying those ideas in their classrooms This book is a part of the Prentice Hall Series in Educational Innovation for Chemistry Becoming Barbara Cervone, Kathleen Cushman, 2017-11-14 Despite growing attention to the importance of grit and other character traits for achievement developing them in students rarely finds its way into secondary school curricula Authors Barbara Cervone and Kathleen Cushman investigate the exceptions telling the stories of five high schools with a national reputation for infusing rigorous academics with social and emotional learning which results in demonstrable benefits for students Based on extensive interviews and on site visits the book identifies six elements that all of these schools have in common including advisories and other structural supports for students and teachers rituals and other means for establishing an intentional reflective and respectful community as well as a firm commitment to restorative justice and a broad and engaging curriculum that includes service learning Featuring the voices of educators and students alike Belonging and Becoming not only shows how these schools stand out for their high degree of caring and success but makes a strong case for why other schools should be inspired to take up the challenge and replicate their efforts **Engaging Learners with** Chemistry Ilka Parchmann, Shirley Simon, Jan Apotheker, 2020-07-27 Many projects in recent years have applied context based learning and engagement tools to the fostering of long term student engagement with chemistry While empirical evidence shows the positive effects of context based learning approaches on students interest the long term effects on student engagement have not been sufficiently highlighted up to now Edited by respected chemistry education researchers and with contributions from practitioners across the world Engaging Learners with Chemistry sets out the approaches that have been successfully tested and implemented according to different criteria including informative interactive and participatory engagement while also considering citizenship and career perspectives Bringing together the latest research in one volume this book will be useful for chemistry teachers researchers in chemistry education and professionals in the chemical industry seeking to attract students to careers in the chemical sector **Broadening Participation in STEM** Zayika Wilson-Kennedy, Goldie S. Byrd, Eugene Kennedy, Henry T. Frierson, 2019-02-28 This book reports on high impact educational practices and programs that have been demonstrated to be effective at broadening the participation of underrepresented groups in the STEM disciplines <u>Culturally Responsive Strategies for Reforming STEM Higher</u>

Education Kelly M. Mack, Kate Winter, Melissa Soto, 2019-01-14 This book chronicles the introspective and contemplative strategies employed within a uniquely designed professional development intervention that successfully increased the self efficacy of STEM faculty in implementing culturally relevant pedagogies in the computer information sciences Research Probe Sharleen M. Macalintal, Jasmin Faith Flores, Ashly Gabiana, Maria Monica M. Angeles & Katherine H. Pagkaliwangan, Kent Ian V. Ocbeña, John Dave Eballa, Lodecy V. Ocbeña & Maria Aurora G. Victoriano, Mahmooda Aziza Bhatti & Marites Hugo, John Allen F. Gregorio, Sairah Mae R. Briol, Reena Marie B. Miraflores & Ersyl T. Biray, Kaela Rolaine H. Sasot & Vera Nathalia G. Tolentino, Chandula A.M.T., Dissanayake H. & Iddagoda Anuradha, Chester S. Cuenca, Erica Andrea Cacao & Allen E. Pasia, Connie L. Brion, Mariel E. Pagkaliwangan & Delon A. Ching, Leila Mae D. Abion, Ma. Loida E. Alcantara & Delon A. Ching, Bernadette B. Gutierrez, Ara Bella I. Silang & Delon A. Ching, Danielle Rencell C. Caraan, John Kirby L. Dinglasan & Delon A. Ching, Jellie P. Belchez, Jerwin L. Dinglasan & Delon A. Ching, Nino Miguel Fabila, Vincent Billoso, Mark Andre Cortes, Jhermin Francis Perez, Nicole Sarmiento & Victor M. Cajala, John Vincent Tamayo, Clarissa Isayas, Ma. Eunico Sim delos Reyes, John Paulo Rodriguez, Mark Anthony Tepico & Victor M. Cajala, Ariel N. Delfino, Ferdinand C. Balverde, Donna D. Melgar & Delon A. Ching, Mary Grace P. Aclan & Delon A. Ching, Alyssa Marie L. Celecious & Delon A. Ching, Victor M. Cajala & Melinda Lumanta, Klyh Nycholle G. Remollo, Jerome T. Daquiaog, Mikaela Pomeline L. De Lara, Ma. Patricia Alessandra A. Dumlao, Ninia Faye P. Sampayan & Marc Abadilla, Maria Cielo A. Plata, Ma. Djoannalyn C. Evangelista, Rosanna P. Deduyo & Carie Justine P. Estrellado, 2022-12-06 The Research Probe TRP is a proceedings publication of institutional conferences and research competitions It focuses on four broad themes education and development studies humanities and social sciences science technology engineering and mathematics and business management and accounting This publication provides a platform for experts and practitioners from various fields in the dissemination of their research works that address industry trends and needs scientific findings and international concerns Both the institutional conferences and proceedings publication promote a wider horizon for researchers through open access paradigm TRP publishes articles employing any of the various research methods and strategies It accepts any specific topic within these broad subjects It also encourages interdisciplinary articles that broadly discuss key topics relevant to the core scope of the journal Mathematics and Science Education International Seminar 2021 (MASEIS 2021) M. Lutfi Firdaus, Aprina Defianti, 2023-03-29 This is an open access book We warmly invite you to participate in Mathematics and Science Education International Seminar that was held on November 13th 2021 in Bengkulu Indonesia Since participants may come from different countries with variety of backgrounds the conference is an excellent forum for participants to exchange research findings and ideas on mathematics and science and to build networks for further collaborations The disruption era is related to the development of the industrial revolution 4 0 and society 5 0 era Industrial revolution 4 0 era is marked by massive digital technology development in all aspects Digital technology transformation is applied in human life

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