

ANSWERS TO TOPIC 1

Review Questions

1. 1 2. 3 3. 2
4. 4 5. 2 6. 2
7. 1 8. 3 9. 3
10. The plum pudding model pictures the atom with an even distribution of positive charges, with electrons throughout the atom. The planetary model pictures the nucleus at the center of the atom with electrons in orbits.
11. Rutherford fired positively charged alpha particles at gold foil. He expected them to pass through with little deflection. When some were greatly deflected, he reasoned that they must have been repelled by a massive positively charged particle, which was called the nucleus.
12. The Rutherford model pictured the electrons in fixed, orbiting positions. The wave-mechanical model pictures electrons as possessing both wave and particle properties.
13. 3 14. 3 15. 1
16. 3 17. 4 18. 4
19. 2 20. 4 21. 2
22. 1 23. 1 24. 3
25. 3 26. 2 27. 2
28. 3 29. 3 30. 2
31. 3 32. 4 33. 4
34. 4 35. 1 36. 2
37. 1 38. 1 39. 3
40. 1 41. 2 42. 3
43. 2 44. 4 45. 4
46. 3 47. 3 48. 4
49. 2 50. 3 51. 2
52. 2 53. 3 54. 1
55. 3 56. 3
57. Na $1s^2 2s^2 2p^6 3s^1$
Mg $1s^2 2s^2 2p^6 3s^2$
Al $1s^2 2s^2 2p^6 3s^2 3p^1$
Si $1s^2 2s^2 2p^6 3s^2 3p^2$
P $1s^2 2s^2 2p^6 3s^2 3p^3$
S $1s^2 2s^2 2p^6 3s^2 3p^4$
Cl $1s^2 2s^2 2p^6 3s^2 3p^5$
Ar $1s^2 2s^2 2p^6 3s^2 3p^4$
58. 1 59. 4 60. 1
61. 1 62. 2 63. 4
64. 4 65. 2 66. 2
67. 2 68. 2 69. 1
70. The mixture contains at least three parts. One solid remained on the filter paper. The other two parts consist of a liquid with a solid dissolved in it.
71. If the calcium and sulfur can be separated by physical means, the substance is a mixture. If chemical means are required to separate them, it is a compound.
72. The picture should show several of each type of molecule evenly mixed.
73. A mixture of iron and oxygen would have the iron present as a solid and the oxygen present as a gas. The iron would be attracted to a magnet. A glowing splint would ignite into a flame if placed into the oxygen gas. If the iron and oxygen were

combined as a compound, it would be a solid that is not attracted to a magnet.

74. Pepperoni pizza is heterogeneous because individual parts can be seen.
75. A is a mixture of an element and a compound; one molecule contains identical atoms and the other one contains different types of atoms. B is a compound; all particles are identical and are made up of two different types of atoms. C is an element; all molecules are identical and each is made up of two identical atoms. D is a mixture of an element and two different compounds; one molecule contains identical atoms and the other two contain different types of atoms, but they differ from each other.
76. Container D is homogeneous because the particles are mixed on the molecular level.
77. The two substances are different materials because their composition varies.

Regents Practice Questions

Part A

- | | | |
|-------|-------|-------|
| 1. 1 | 2. 1 | 3. 1 |
| 4. 3 | 5. 1 | 6. 4 |
| 7. 2 | 8. 3 | 9. 3 |
| 10. 2 | 11. 3 | 12. 1 |
| 13. 2 | 14. 3 | |

Part B

- | | | |
|-------|-------|-------|
| 15. 4 | 16. 3 | 17. 1 |
| 18. 3 | 19. 1 | 20. 3 |
| 21. 1 | 22. 3 | 23. 2 |
| 24. 4 | | |

Part C

25. Because the two nuclei have different numbers of protons, they have different amounts of attraction for electrons. As a result, the amounts of energy separating the energy levels differ for the two elements.
26. The samples are not the same substance because the percent of each element differs from sample to sample.
27. Because he assumed the atom to have an even distribution of positive charges, he did not expect a concentration of positive charges that would strongly deflect or bounce back the alpha particles.
28. The spectra are based on the elements present in the compound. If some lines matched and some didn't, the compounds have a least one element in common and at least one differing element.
29. Column 1: 1, 2, 1; column 2: K, 39, 19; column 3: 92, 146, 92
30. $(0.9778)(12) + (0.0222)(13) = 12.02$
31. They contain different numbers of neutrons.
32. $(19.99 \times .909) + (20.99 \times 0.03) + (21.99 \times 0.88)$
33. 20
34. $\frac{(12.00 \times 9.93) + (13.00 \times 1.07)}{100}$
35. Both isotopes contain 6 protons but different numbers of neutrons. Or: An isotope with a mass of 12.00 contains 6 protons and 6 neutrons, while the isotope with a mass of 13.00 contains 6 protons and 7 neutrons.

High Marks Regents Living Environment Answer Key

Cathy Duffy



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Team Teaching in High School Biology John J. Montean,John A. Schmitt,Paul H. Joslin,1969 **Illinois Chemistry Teacher** ,2007 *American Book Publishing Record Cumulative, 1950-1977* R.R. Bowker Company. Department of Bibliography,1978 **Teaching to Learn** ,2006-01-01 A recurrent trope in education is the gap that exists between theory taught at the university and praxis what teachers do in classrooms How might one bridge this inevitable gap if new teachers are asked to learn to talk about teaching rather than to teach In response to this challenging question the two authors of this book have developed coteaching and cogenerative dialoguing two forms of praxis that allow very different stakeholders to teach and subsequently to reflect together about their teaching The authors have developed these forms of praxis not by theorizing and then implementing them but by working at the elbow of new and experienced teachers students supervisors and department heads Coteaching which occurs when two or more teachers teach together supports learning to teach while improving student achievement Cogenerative dialogues are conversations among all those who have been present in a lesson they ensure that what was learned while coteaching is beneficial for all coteachers and learners Tobin and Roth describe the many ways coteaching and cogenerative dialogues are used to improve learning environments dramatically improving teaching and learning across cultural borders defined by race ethnicity gender and language Teaching to Learn is written for science educators and teacher educators along the professional continuum new and practicing teachers graduate students professors researchers curriculum developers evaluation consultants science supervisors school administrators and policy makers Thick ethnographic descriptions and specific suggestions provide readers access to resources to get started and continue their journeys along a variety of professional trajectories **SAT Two, Biology and Biology E/M** Maurice Bleifeld,1998 An overview of the SAT II biology exams with a review of test taking strategies is followed by a full length diagnostic test review chapters covering 11 biology topics and five complete practice tests each with an answer key a self evaluation chart and explanations of answers **Biology Teacher's Guide** John H. Rosengren,1968 *Christian Home Educators' Curriculum Manual* Cathy Duffy,1997-11 Teaching to Change the World Jeannie Oakes,Martin Lipton,Lauren Anderson,Jamy Stillman,2015-11-17 This is an up to the moment engaging multicultural introduction to education and teaching and the challenges and opportunities they present Together the four authors bring a rich blend of theory and practical application to this groundbreaking text Jeannie Oakes is a leading education researcher and former director of the UCLA teacher education program Martin Lipton is an education writer and consultant and has taught in public schools for 31 years Lauren Anderson and Jamy Stillman are former public school teachers now working as teacher educators This unique comprehensive foundational text considers the values and politics that pervade the U S education system explains the roots of conventional thinking about schooling and teaching asks critical questions about how issues of power and privilege have

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