

Periodic Trends Worksheet

Directions: Use your notes to answer the following questions.

1. Rank the following elements by increasing atomic radius: carbon, aluminum, oxygen, potassium.

Oxygen < Carbon < Aluminum < Potassium

2. Rank the following elements by increasing electronegativity: sulfur, oxygen, neon, aluminum.

Neon < Aluminum < Sulfur < Oxygen

3. Why does fluorine have a higher ionization energy than iodine?

Fluorine has nine protons attracting 9 electrons which are much closer to the nucleus compared to iodine. This results in smaller size of Fluorine than iodine making it difficult to remove an electron from the atom.

4. Why do elements in the same family generally have similar properties?

Because they have same number of electrons in the outer shell (valence electrons) which take part in chemical reaction.

5. Indicate whether the following properties increase or decrease from left to right across the periodic table.

- | | |
|--|------------------|
| a. atomic radius (excluding noble gases) | Decreases |
| b. first ionization energy | Increases |
| c. electronegativity | Increases |

6. What trend in atomic radius occurs down a group on the periodic table? What causes this trend?

Atomic radius **increases** down the group on the periodic table. As we compare the elements down the group, the effective nuclear charge increases, but at the same time the outermost electrons are found in the shell that is farther away from the nucleus. Also the number of screening electrons increases. This results in reduced attraction between the nucleus and the outermost electrons.

7. What trend in ionization energy occurs across a period on the periodic table? What causes this trend?

Ionization energy **increases** from left to right across the period. The atomic size becomes smaller from left to right. So it becomes harder to remove electron from the atom. Hence the energy required to do so (ionization Energy) increases.

Periodic Table Assignment Answer Key

Ralph Thomas Myers



Periodic Table Assignment Answer Key:

Assessing Middle and High School Mathematics & Science Sheryn Spencer-Waterman, 2013-08-16 For middle and high school teachers of mathematics and science this book is filled with examples of instructional strategies that address students readiness levels interests and learning preferences It shows teachers how to formatively assess their students by addressing differentiated learning targets Included are detailed examples of differentiated formative assessment schedules plus tips on how to collaborate with others to improve assessment processes Teachers will learn how to adjust instruction for the whole class for small groups and for individuals They will also uncover step by step procedures for creating their own lessons infused with opportunities to formatively assess students who participate in differentiated learning activities

College Chemistry I Norman H. Nachtrieb, 1960 **Learning Chemistry 7 Solution Book (Year 2023-24)**
, 2024-01-02 **Learning Elementary Chemistry Class 7 Teacher Resource Book (Academic Year 2023-24)**
, 2023-05-20 Learning Elementary Chemistry Class 7 Teacher Resource Book Academic Year 2023 24 *Chemistry in the Community (ChemCom)* American Chemical Society, 2011-06-17 Touted as the most successful NSF funded project published Chemistry in the Community ChemCom by the American Chemical Society ACS offers a meaningful and memorable chemistry program for all levels of high school students ChemCom covers traditional chemistry topics within the context of societal issues and real world scenarios Centered on decision making activities where students are responsible for generating data in an investigating analyzing that data and then applying their chemistry knowledge to solve the presented problem The text is intensively laboratory based with all 39 of the investigations integrated within the text not separate from the reading With the ChemCom program students learn more organic and biochemistry more environmental and industrial chemistry and more on the particulate nature of matter than other textbooks all within the relevance of solving problems that arise in everyday life Meticulously updated to meet the needs of today s teachers and students the new sixth edition of ChemCom adheres to the new science framework as well as the forthcoming next generation of science standards Incorporating advances in learning and cognitive sciences ChemCom s wide ranging coverage builds upon the concepts and principles found in the National Science Education Standards Correlations are available showing how closely aligned ChemCom is to these and other state standards *Holt Chemistry* Ralph Thomas Myers, 2004 **Formative Assessment in a Brain-Compatible Classroom** Marcia L. Tate, 2024-05-21 Students learn in diverse ways and their grades may not always accurately reflect their true understanding Marcia L Tate explores the what why and how of assessment to help educators know whether their students are truly learning Dive into Tate s insightful exploration of building student confidence and nurturing organic student retention and comprehension Grades K 12 teachers will Learn how to create a brain compatible classroom that fosters success and confidence in students when they are assessed Plan lessons so students know what they should know and be able to do Ask effective questions to find out if students are really learning what they

should learn Create effective tests Be able to tell before during and after lessons what students know Contents Introduction Chapter 1 What Are the Types of Assessment Chapter 2 What Evidence Supports the Use of a Variety of Assessment Types Chapter 3 How Can I Create a Brain Compatible Classroom Environment That Fosters High Academic Achievement Chapter 4 How Can I Begin With the End in Mind Chapter 5 How Can I Write Quality Selected and Constructed Response Test Items Chapter 6 How Can Effective Questioning Show That Students Are Learning Chapter 7 How Do I Know What Students Already Know Before the Lesson Chapter 8 How Do I Know What Students Are Learning During the Lesson Chapter 9 How Do I Know What Students Have Learned After the Lesson Chapter 10 How Can Checklists Be Used to Assess Student Learning Chapter 11 How Can Rubrics Be Used to Assess Student Learning Chapter 12 How Do We Know What Students Are Learning When They Work Together Chapter 13 How Can Students Peer and Self Assess During the Formative Process Chapter 14 How Can Students Knock the Top Off Any Test Final Thoughts References Index **Eye Tracking for STEM**

Education Research: New Perspectives Pascal Klein,Martin Rusek,Maike Schindler,2024-04-04 A modern approach to improving education uses the components of experimental scientific research practices based on objective data dissemination of results and the use of modern technologies STEM education research is maturing and new tools and analysis techniques become available As one example eye tracking the recording of persons eye movements has been growing in popularity as it enables researchers to study learning materials effectiveness problem solving and even students approaches during experimentation Eye movements as captured using eye tracking can reveal information about a student s attention and cognition on a process level going well beyond classical product based assessment techniques such as questionnaires or tests

College Chemistry II Norman H. Nachtrieb,1960 **Inorganic Chemistry-II (For M.Sc. Course for Universities in Uttarakhand)** Dr. Geeta Tiwari, This book entitled Inorganic Chemistry II is an effort to present the subject matter in a comprehensible and easily understandable form This textbook is purposefully prepared for the postgraduate Inorganic Chemistry second semester course and it covers all the topics recommended *Science Scope* ,2003 THE Journal ,1999

Chemistry in the Laboratory James M. Postma,Julian L. Robert,J. Leland Hollenberg,2004-03-12 This clearly written class tested manual has long given students hands on experience covering all the essential topics in general chemistry Stand alone experiments provide all the background introduction necessary to work with any general chemistry text This revised edition offers new experiments and expanded information on applications to real world situations **Study Guide**

Woolfolk,2000-06 **Biology/science Materials** Carolina Biological Supply Company,1991 **College Reading and**

Study Skills Kathleen T. McWhorter,1983 **Armchair Chemistry** David Bradley,Joel Levy,2018-02-13 Part of the Armchair series Armchair Chemistry is a quick refresher course in how we survey of the science It explains how we evolved from believing in alchemy to discovering modern chemical equations and goes into detail about the lives of the scientists that uncovered them Fascinating and interactive this is ideal for the student brushing up on a subject or for as a clear and

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Making Sense of Sensemaking TJ McKenna,2025 Dive into the transformative world of science education with this groundbreaking guide Learn how to navigate the journey from traditional teaching to a dynamic student centered approach that emphasizes understanding over rote learning Grounded in the latest educational research and aligned with the Next Generation Science Standards NGSS this book provides practical strategies for creating K 12 classrooms where students actively engage in scientific practices explore real world problems and build knowledge through inquiry and collaboration Readers will learn how to design lessons that foreground sensemaking through the integration of disciplinary core ideas crosscutting concepts and science and engineering practices to make learning relevant and exciting Teachers educational leaders and professional development providers will find valuable insights for supporting teachers in this shift ensuring that science education becomes more equitable and effective for all learners Making Sense of Sensemaking provides the tools and inspiration to elevate science education and cultivate scientifically literate citizens ready to tackle the challenges of the future Book Features Describes what sensemaking is why it is important and how to design learning experiences that foreground sensemaking Provides tangible examples of sensemaking experiences that can easily be incorporated into work in K 12 classrooms university methods courses preservice and professional learning sessions inservice Shows how to develop teacher capacity for sensemaking and ways to build sensemaking into a lifelong journey of learning Provides models pedagogical strategies and tangible examples that can be immediately implemented Offers guidance and rubrics for assessing STEM learning experiences in K 12 classrooms

Creating the High Schools of Our Choice Tim Westerberg,2013-09-13 This book provides strategies tools and examples to help high school principals achieve the goals put forward in the No Child Left Behind legislation With its clear examples of best practices in leadership personalization and strategic use of data it will show you how to achieve your school s academic mission

SourceBook
Version 2.1 ,1998

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