

Prentice Hall Physical Science

Chapter 4 Atomic Structure

4.1 Studying Atoms

- A. Ancient Greek Models of Atoms
 - Democritus believed all matter was made of extremely small particles that could not be divided
 - he called the particles atoms (from the Greek atomos meaning indivisible)
 - he thought there were different types of atoms with different properties (liquids had round, smooth atoms and solids were rough and prickly)
- B. Dalton's Atomic Theory
 - he proved atoms exist by discovering that compounds have a fixed composition
 - Dalton's Theory:
 - all elements are composed of atoms
 - all atoms of the same element have the same mass, and atoms of different elements have different masses
 - compounds contain atoms of more than one element
 - in a particular compound, atoms of different element always combine in the same way
 - he pictured atoms as solid spheres
 - in time it was found that not all of this was completely correct
- C. Thomson's Model of the Atom
 - some objects have a positive or negative charge and objects with the same charge repel and objects with opposite charges attract
 - Thomson used an electric current to learn more about atoms
 - he passed an electric current through a gas and a glowing beam appeared
 - the beam was repelled by a negatively charged metal plate (like charges repel and opposite charges attract)
 - Thomson concluded that the beam must be made of negatively charged particles, smaller than atoms.
 - since the atom was known to be electrically neutral, he developed a model in which negative charges were evenly scattered throughout an atom filled with a positively charged pudding like material
 - called the "Plum Pudding" model (or chocolate chip cookie dough)
- D. Rutherford's Atomic Theory
 - Rutherford discovered positively charged, fast moving particles called alpha particles
 - he shot some of these particles a piece of gold foil, thinking they would go straight through
 - when he actually performed the experiment, he found that the positively charged alpha particles were greatly deflected by the gold (figure 7, p. 104)
 - he determined that the alpha particles must have come very close to another positively charged particle causing them to be repelled and put off course
 - this led him to believe that the positive charge in an atom is not evenly distributed, but concentrated in a very small central area he called the nucleus
 - his model of the atom is a small, positively charged nucleus surrounded by negatively charged particle

Chapter Assessment Prentice Hall Physical Science

James Joseph Gallagher



Chapter Assessment Prentice Hall Physical Science:

Prentice Hall Physical Science Concepts in Action Program Planner National Chemistry Physics Earth Science ,2003-11
Prentice Hall Physical Science Concepts in Action helps students make the important connection between the science they read and what they experience every day Relevant content lively explorations and a wealth of hands on activities take students understanding of science beyond the page and into the world around them Now includes even more technology tools and activities to support differentiated instruction **Prentice Hall Science Explorer** Michael J. Padilla,2002

Resources for Teaching Middle School Science Smithsonian Institution,National Academy of Engineering,National Science Resources Center of the National Academy of Sciences,Institute of Medicine,1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and

concerned parents **Focus on Physical Science California Edition** Michael J. Padilla, 2007 **Earth Science** , 2001
Prentice Hall Exploring Life Science Anthea Maton, 1997 *Chemistry and Toxicology of Pollution* Des W. Connell, Gregory J. Miller, 2022-11-29 Describes the transport of pollutants through the environment and their impact on natural and human systems fully updated to cover key topics in modern pollution science Chemistry and Toxicology of Pollution examines the interactions and adverse effects of pollution on both natural ecosystems and human health addressing chemical toxicological and ecological factors at both the regional and global scale The book is written using a conceptual framework that follows the interaction of a pollutant with the environment from distribution in the various abiotic sectors of the environment to exposure and effects on individuals and ecosystems The authors also highlight the critical role of various socio economic political and cultural aspects in achieving sustainable goals strategies and science based solutions to pollution and health This comprehensive volume covers the chemical behavior and governing principles of pollutants their interactions with humans and ecosystems and the methods and processes of environmental risk assessment and pollution management Extensively revised and expanded the second edition equips readers with the knowledge required to help lead the way towards a healthy and sustainable future New chapters address current pollution issues such as global warming and climate change recent advances in environmental science the monitoring and evaluation of new and emerging pollutants risk assessment and remediation and innovative pollution management approaches and techniques With in depth material on human toxicology integrated throughout the text Chemistry and Toxicology of Pollution Provides an effective framework for interpreting the information produced by international national and local agencies Presents unifying theories and principles supported by up to date scientific literature Offers broad coverage of pollution science with an emphasis on North America the UK Europe China India and Australia Discusses the similarities and differences of the impact of pollutants on the natural environment and humans Chemistry and Toxicology of Pollution Second Edition enables readers to view pollution in its correct perspective and develop appropriate control measures It is essential reading for scientists academic researchers policymakers professionals working in industry and advanced students in need of a clear understanding of the nature and effects of environmental pollution **Teaching Science for Understanding** James Joseph Gallagher, 2007 Offers middle and high school science teachers practical advice on how they can teach their students key concepts while building their understanding of the subject through various levels of learning activities Program Descriptions for Science Instructional Materials , 1986 **El-Hi Textbooks & Serials in Print, 2003** , 2003 *Prentice Hall New York Math: Math B* , 2001
Prentice Hall Middle Grades Mathematics , 1995 **El-Hi Textbooks & Serials in Print, 2005** , 2005 *Civil Defense* John Dowling, Evans M. Harrell, 1987 **Principles of Educational and Psychological Testing** Frederick Gramm Brown, 1983 **Science Education** , 1954-02 Integrating the National Science Education Standards Into Classroom Practice Kenneth P. King, 2007 Written by an experienced science teacher and science teacher educator this brief volume

helps bridge the gap between theory and practice It offers readers a tool to understand not only what the National Science Education Standards NSES are but also how they can enrich science teaching and learning to promote scientific literacy for all In addition to offering clear descriptions of each of the six standards Integrating the National Science Education Standards into Classroom Practice also Provides sample activities drawn from contemporary classrooms demonstrating the spirit of the NSES in practice see pages 14 15 17 18 and 37 39 Includes artifacts from K 12 classrooms drawn from the author s experience as a public school teacher to illustrate teaching program development and curricular practices consistent with the goals of the NSES see pages 39 40 44 46 and 50 Presents examples of curriculum content and delivery performance based assessment and models for staff development in line with the NSES see pages 64 93 and 102 Illustrates best practices through end of chapter vignettes based on real life teaching experiences to emphasize the effectiveness of the NSES see pages 52 53 136 137 and 141 142 **Matter** Prentice-Hall Staff,1994 **Motion, Forces** Prentice-Hall Staff,1994 Reviewed in The Textbook Letter 3 4 94 **The Managerial Mind** Charles Edgar Summer,Jeremiah J. O'Connell,1973

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