



Nov 9, 2015, 9:41 AM

Name: Ali HashmiDate: 11/9/15Class: 6**5****INTERPRETING GRAPHICS**  
Use with Section 5.3

Figure 1: The emission spectrum and orbit-transition diagram for hydrogen.

$$\text{E} = \text{h} \nu = \text{E}_1 - \text{E}_2$$

$$\frac{\text{E}}{\text{E}_1} = \frac{1}{n_2^2}$$

$$\frac{1}{n_2^2} = \frac{1}{n^2}$$

$$n_2 = \sqrt{n}$$

E = hν  
E = hc/λ

Table 1

Emissions Wavelength

Transition	$E(\text{J})$	$\nu \times 10^{14}$	$\lambda(\text{nm})$	Type of Radiation
$n = 6 \rightarrow n = 5$	$-2.66 \times 10^{-10}$	$4.51 \times 10^{13}$	$7.48 \times 10^{-7}$	IR
$n = 6 \rightarrow n = 4$	$-7.87 \times 10^{-10}$	$1.14 \times 10^{13}$	$2.56 \times 10^{-7}$	IR
$n = 6 \rightarrow n = 3$	$-1.82 \times 10^{-10}$	$1.84 \times 10^{13}$	$2.43 \times 10^{-7}$	IR
$n = 6 \rightarrow n = 2$	$-4.84 \times 10^{-10}$	$6.76 \times 10^{13}$	$4.44 \times 10^{-7}$	Visible
$n = 6 \rightarrow n = 1$	$-2.12 \times 10^{-10}$	$3.26 \times 10^{13}$	$9.36 \times 10^{-8}$	UV
$n = 5 \rightarrow n = 4$	$-4.99 \times 10^{-10}$	$7.41 \times 10^{13}$	$4.01 \times 10^{-7}$	IR
$n = 5 \rightarrow n = 3$	$-1.55 \times 10^{-10}$	$2.35 \times 10^{13}$	$1.28 \times 10^{-7}$	IR
$n = 5 \rightarrow n = 2$	$-4.56 \times 10^{-10}$	$6.71 \times 10^{13}$	$4.34 \times 10^{-7}$	Visible
$n = 5 \rightarrow n = 1$	$-2.09 \times 10^{-10}$	$3.47 \times 10^{13}$	$9.46 \times 10^{-8}$	UV
$n = 4 \rightarrow n = 3$	$-1.06 \times 10^{-10}$	$1.67 \times 10^{13}$	$1.96 \times 10^{-7}$	IR
$n = 4 \rightarrow n = 2$	$-4.09 \times 10^{-10}$	$6.17 \times 10^{13}$	$4.79 \times 10^{-7}$	Visible
$n = 4 \rightarrow n = 1$	$-2.04 \times 10^{-10}$	$3.08 \times 10^{13}$	$9.74 \times 10^{-8}$	UV
$n = 3 \rightarrow n = 2$	$-0.60 \times 10^{-10}$	$4.57 \times 10^{13}$	$6.56 \times 10^{-7}$	Visible
$n = 3 \rightarrow n = 1$	$-1.04 \times 10^{-10}$	$2.93 \times 10^{13}$	$1.24 \times 10^{-7}$	UV
$n = 2 \rightarrow n = 1$	$-1.64 \times 10^{-10}$	$2.47 \times 10^{13}$	$1.21 \times 10^{-7}$	UV

# Chemistry Interpreting Graphics

**Tara C. Dale, Mandi S. White**

## **Chemistry Interpreting Graphics:**

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visualizations in popular books about chemistry It also shows the place of visualizations in the growing use of informal self directed science education Overall the book concludes that if the potential of visualizations in science education is to be realized in the future the subject must be included in both pre service and in service teacher education It explores ways to develop science teachers representational competence and details the impact that this will have on their teaching The worldwide trend towards providing science education for all coupled with the increased availability of color printing access to personal computers and projection facilities has lead to a more extensive and diverse use of visual representations in the classroom This book offers unique insights into the relationship between visual representations and science education making it an ideal resource for educators as well as researchers in science education visualization and pedagogy *Solving Problems in Chemistry* Smith,1993-06 *Solving Problems in Chemistry* Richard G. Smith,Gary K. Himes,1990 *Artificial*

Neural Networks and Machine Learning. ICANN 2025 International Workshops and Special Sessions Walter Senn,Marcello Sanguineti,Ausra Saudargiene,Igor V. Tetko,Alessandro E. P. Villa,Viktor Jirsa,Yoshua Bengio,2025-09-22 This book constitutes the refereed proceedings of 34th International Workshops which were held in conjunction with the 34th International Conference on Artificial Neural Networks and Machine Learning ICANN 2025 held in Kaunas Lithuania September 9 12 2025 The 20 full papers and 8 abstracts included in this workshop volume were carefully reviewed and selected from 42 submissions They were organized in the following sections 2nd AI in Drug Discovery AIDD Workshop Special Session Neural Networks for Graphs and Beyond Special Session Neurorobotics 3rd International Workshop on Reservoir Computing *Analytical Writing and Thinking Instructor's Manual* Myra J. Linden,Arthur Whimbey,2013-11-19

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three projects that are of smaller scale and their materials are used as interventions in other more conventional curricula There is also a contribution on some fundamental research where modules of work are written to examine how best to design context based curricula Finally Part D consist of two chapters one summarising some of the findings that came out of the chapters in the three earlier parts and the second looks at the future Reading in the High School and College National Society for the Study of Education. Committee on Reading,1948 Mathematics - Teaching and Learning ,2025-11-12 This carefully curated volume guides readers through the evolving landscape of mathematics education Through a multidisciplinary lens it examines how cognitive emotional and structural factors influence mathematical understanding Covering inquiry based learning digital tool integration philosophical foundations and pedagogical innovation the book equips educators and learners to engage more deeply with mathematics Readers will find practical frameworks reflective strategies and insightful perspectives that highlight both the complexity and creativity of mathematical thinking This book provides essential guidance for educators seeking to enhance student outcomes refine their teaching methods or address challenges in mathematics education It is a valuable resource for those committed to advancing the teaching and learning of mathematics

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*Modern Chemistry* Nicholas D. Tzimopoulos, 1993

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