

Continue

Water as a Solvent
 ↳ the substance in a solution that "does the dissolving."
 - solutions in which **water** is the dissolving medium are called **aqueous solutions**.
 ↳ virtually all of the chemistry that makes life possible occurs in an aqueous environment.
 - water is able to **dissolve** many different substances.
 ↳ the sugar you add to iced tea
 ↳ the salt you add to a soup
How does water dissolve a substance?
 ↳ liquid H₂O consists of a collection of H₂O molecules.
 ↳ bent (V-shaped) molecule
 ↳ bond angle = 104.5°
 ↳ the two O-H bonds are **covalent bonds**, formed by an **unequal sharing of electrons**.
 ↳ "partial positive charge" (δ+) on H, "partial negative charge" (δ-) on O.
 ↳ "dipole moment" ↳ shows direction of polarity.

ChemistryNotes.com

1.7 Accuracy vs. Precision
Accuracy - refers to the closeness of a measurement to the accepted value.
 ↳ Percent Error is used to determine the accuracy of a measured value.
Precision - refers to the closeness of a set of measured data to each other.
 ↳ Accuracy usually depends on the quality of the measuring device while precision often depends on the skill of the person performing the measurement.
Example: The accepted value for the mass of an apple is 155 grams. Answer the following questions based on the data table.

	Trial 1	Trial 2	Trial 3	Trial 4
Student 1	150 g	151 g	152 g	153 g
Student 2	155 g	155 g	155 g	155 g
Student 3	155 g	160 g	165 g	170 g
Student 4	155 g	140 g	155 g	170 g

 a) Which student was the most accurate?
 b) Which student is the most precise?
 c) What is the % error for student 1?
 d) What is the % error for student 2?
 For today's activity, we are going to find out who is the most accurate person in the class and who is the most precise person in the class. Each person will get to attempt 3 trials for each of the balances. After each three, plot your scores on your chart and record your scores. It is important to plot your points exactly as they fall in order to determine precision. You will also plot the means and scores for one other student to compare your results with.



Dowdy.com

1.7 Accuracy and Precision: Balance Lab Worksheet
Directions: Read through the procedure and the data table. Record your data and calculations in the spaces provided. Show all work for calculations.
Procedure:
 1. Obtain the **initial** mass of the metal cylinder.
Data:
 a. Record the data in the table provided for the cylinder. Show your calculations and units for each measurement.
 b. To determine the **initial** mass:
 i. The accurate data table is provided.
 ii. The accurate data table is provided.

Part I: Accuracy of the Initial Mass			
Mass of empty cylinder (g)	Trial 1	Trial 2	Trial 3
Mass of cylinder + water (g)			
Mass of water (g)			

Part II: Accuracy of the Final Mass			
Mass of empty cylinder (g)	Trial 1	Trial 2	Trial 3
Mass of cylinder + water (g)			
Mass of water (g)			

Part III: Accuracy of the Final Mass			
Mass of empty cylinder (g)	Trial 1	Trial 2	Trial 3
Mass of cylinder + water (g)			
Mass of water (g)			

Calculations:
 a. Calculate the average of the accurate data for the accurate data table.
 b. Calculate the range of the accurate data for the accurate data table.
 c. Calculate the average of the accurate data for the accurate data table.
 d. Calculate the range of the accurate data for the accurate data table.

Science, Measurement, and Uncertainty: Accuracy and Precision
 Name _____ Period _____ Date _____
ACCURACY AND PRECISION
Definitions:
Accuracy - how close a measurement is to _____
Precision - how close a measurement is to _____
Precision versus Accuracy:
 Look at each target and decide whether the "hits" are accurate, precise, both accurate and precise, or neither accurate nor precise. (Note: An accurate "hit" is a bulls eye!)

Accurate?: Yes / No	Accurate?: Yes / No	Accurate?: Yes / No
Precise?: Yes / No	Precise?: Yes / No	Precise?: Yes / No

Precision Problems:
 A group of students worked in separate teams to measure the length of an object. Here are their data:

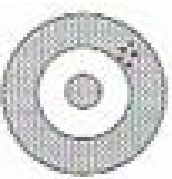
Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 7
2.65 cm	2.75 cm	2.80 cm	2.77 cm	2.60 cm	2.65 cm	2.68 cm

 • The average length is _____ cm.
 This is the mean or average.
 • Subtract the highest value from the lowest value: _____ cm.
 This is the range or spread.
 • Divide this number by 2: _____ cm.
 This is the approximate ± range from the average.
 • The precision of the measurement can be shown as average ± range.
 The precision of the measurement was _____ ± _____ cm.
 Demystifying Scientific Data: KET 2006, Rev 2

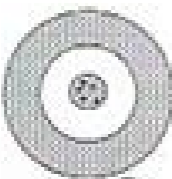
Homework

"Accuracy/Precision & Scientific/Decimal Notation"

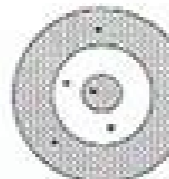
Look at each of the targets and determine if the groups whether or not each illustration was accurate or precise.



Accurate?: Yes / No
Precise?: Yes / No



Accurate?: Yes / No
Precise?: Yes / No



Accurate?: Yes / No
Precise?: Yes / No

1. A student estimated a mass to be 250 g, but upon carefully measuring it, he found the actual mass to be 240 g. What is his percent error?

$$\text{actual} = 240\text{g} \quad \text{measured} = 250\text{g}$$

$$\% \text{ error} = \frac{| \text{accepted} - \text{measured} |}{\text{accepted}} \times 100$$

$$\% \text{ error} = \frac{| 240\text{g} - 250\text{g} |}{240\text{g}} \times 100 = 4.1\bar{6}\% \approx 4.2\%$$

2. A student measured the temperature of boiling water and got an experimental reading of 97.5°C, however the true boiling point of water is exactly 100°C. What is the percent error?

$$\text{measured} = 97.5^\circ\text{C} \quad \text{actual} = 100^\circ\text{C}$$

$$\% \text{ error} = \frac{| \text{actual} - \text{measured} |}{\text{actual}} \times 100$$

$$\% \text{ error} = \frac{| 100^\circ\text{C} - 97.5^\circ\text{C} |}{100^\circ\text{C}} \times 100 = 2.5\%$$

Convert the following scientific notation measurements into decimal notation (ordinary notation):

a. $4.59 \times 10^3 = 4590$
b. $5 \times 10^2 = 500$
c. $-1.4 \times 10^5 = -140000$
d. $5.54 \times 10^4 = 55400$
e. $2.80 \times 10^{-1} = 0.280$

Convert the following distances into scientific notation:

a. 1500 = 1.5×10^3
b. 123 = 1.23×10^2
c. 0.001012 = 1.012×10^{-3}
d. 10.52 = 1.052×10^1

Accuracy vs precision chemistry examples. Unit introduction to chemistry accuracy precision and other stuff worksheet #4 answers. Why is accuracy and precision important in chemistry. 11th grade chemistry accuracy and precision worksheet answers.

Thank you for your participation! Updated: Now includes print and digital options for the lesson. Perfect for distance learning or the paperless classroom. Interactive student notes, exit ticket, and homework for Google Slides™. In this complete lesson, students will differentiate between accuracy and precision. Accuracy will be related to percentage error, and precision is related to the precision of the measuring instrument. Students will accurately record measurements for mass, liquid volume, temperature, and length. A class activity is described in the teacher notes. You will notice that within this lesson the words significant figures are not used. This is very important! In order for students to accept that significant figures are not just some torture device concocted by chemistry teachers, they must have a firm understanding of the importance of sig figs. And, we establish this importance by teaching proper measurement first! At this level, the main focus on measurement is how to record the measurement properly so that anyone that reads the measurement will know the precision of the measuring instrument used. The main concept of this lesson is precision! Some teachers just teach the dart board analogy, and leave it at that. But this is totally missing the whole point of precision!! By learning the precision of the different measurement tools, and how to correctly record that precision, students will now be in the frame of mind to accept significant figures, in the next lesson, as recording measurement in a standard way that's used throughout the scientific community. Lesson Objectives: Differentiate between and define accuracy and precision. Correctly use scientific measuring tools including: electronic balance, triple beam balance, graduated cylinder, lab thermometer, metric ruler, and meter stick. Correctly record a measurement showing the precision of the measurement tool. Calculate percentage error. Prior Knowledge: Basic middle school and high school physical science. Lesson Duration: 1 - 1 1/2 class periods depending on discussion and class activity. Included in This Resource: PowerPoint—editable and animated. Student Notes—Cornell style—Cloze notes. Student Notes—Blank Suggested KEY for Student Notes. Teacher Notes (3 pages) includes background info, slide-by-slide notes, & a class activity. Homework Assignment w/ KEY. Exit Ticket w/ KEY. Teacher Prep Time: Just print and go! Note on the PowerPoints: The PowerPoints included in this product are editable, which means that they may appear busy or overlapping in the slide edit mode, but will be awesome in the slide show mode! Please don't edit the PowerPoints until you have seen them in the slide show mode! This lesson is appropriate for grades 9-12 chemistry & physical science. This will be a lesson you will want to use year after year! Chemistry Corner*****Check out these other products that you may be interested in: Introduction to Chemistry Lab Unit Bundle. Introduction to Chemistry Mega Unit Bundle. Chemistry Task Cards for the Year - A Growing Bundle. Bell Work/Warm Ups Editable for the Entire Year: Chemistry. Chemistry Doodle Notes for the Year: A Growing Bundle. High School Chemistry Year Curriculum*****Get TPT credit to use on your Future Purchases! Go to your "My Purchases" page and click on "Provide Feedback" button. Your feedback is greatly appreciated! Click HERE for more information. Become a follower to receive updates about new products as I add them. Chemistry Corner's PowerPoints are perfect for the flipped classroom. However, please read the Copyright Terms below before using it as such. Thanks! LICENSING TERMS: By downloading this product, you own a license for one teacher only for personal use in your classroom. Licenses are non-transferable, meaning they cannot be passed from one teacher to another. No part of this resource is to be shared with colleagues or used by an entire grade level, school, or district without purchasing the proper number of licenses. If you are a coach, principal or district interested in transferable licenses to accommodate yearly staff changes, please contact TPT for Schools at Schools@TeachersPayTeachers.com or find more information under "Schools" on the Teachers Pay Teachers site. COPYRIGHT TERMS: © Chemistry Corner. Please note - all material included in this resource belongs to Chemistry Corner. By downloading, you have a license to use the material, but you do not own the material. This resource, or any portion of this resource, may not be uploaded to the internet in any form, including classroom/personal websites or network drives, unless the site is password protected and can only be accessed by students—no other teachers or anyone else on the internet. In order to continue enjoying our site, we ask that you confirm your identity as a human. Thank you very much for your cooperation.