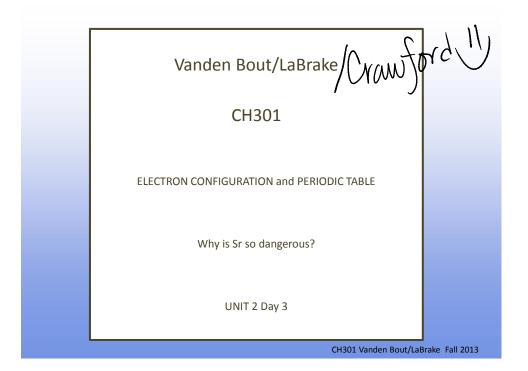
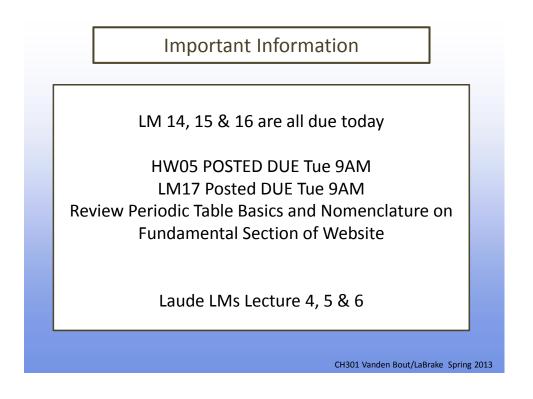
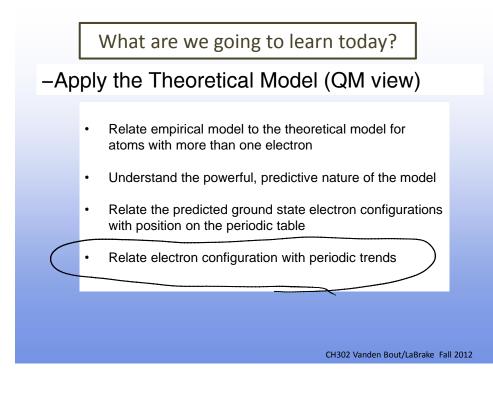
Unit2Day3-Crawford

Wednesday, September 25, 2013 4:08 PM







QUIZ: CLICKER QUESTION 1

The solutions to the Schrodinger Equation yield solutions that provide information about:

- a) Energy of electrons
- b) Probability of finding electrons in certain
- regions in space
- c) β Both a and b
- d) Neither a or b

Which of the following is not a valid set of quantum numbers for the wave function for an electron in a hydrogen atom?

A.n=1, l=0, m=0 Bn=2, l=2, m=1 C.n=2, l=1,m=-1 D.n=3, l=2, m=0

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Atomic Orbitals- Defined by Quantum Numbers

n – principal quantum number-specifies the energy of the orbital,

- All atomic orbitals with the same value of n have the same energy and belong to the same shell
- I orbital angular momentum quantum number measure of the rate at which the electron circulates around the nucleus, which defines the shape of the orbital

/ = 0,1,2...n-1
n different values of I for any given n
orbitals of a shell fall into n groups called subshells
/=0 is called s-orbital
/=1 is called p-orbital
/=2 is called d-orbital
/=3 is called f-orbital
m_ - magnetic quantum number - indicates the orientation of the angular

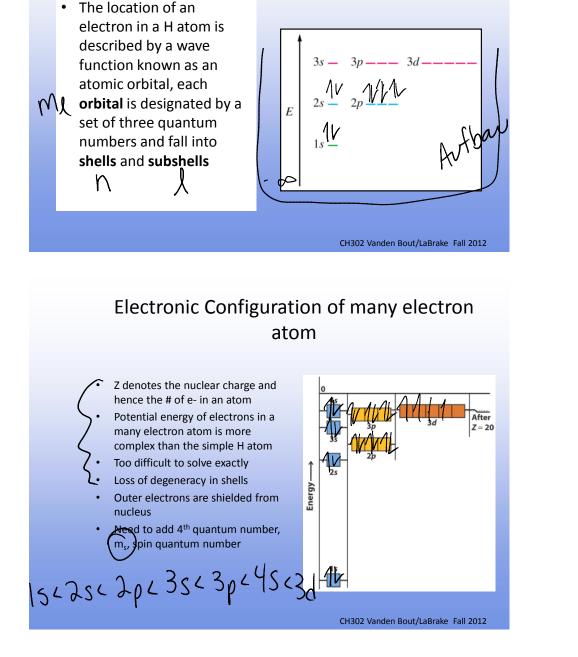
momentum around the nucleus distinguishes the different orbitals within a subshell $m_i=l, l-1..., -l$ there are 2l + 1 values of m_i for a given value of l

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DEFINITIONS: quantum numbers – orbital notation

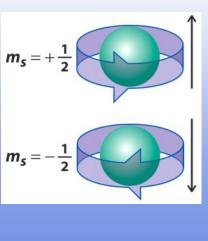
 The location of an electron in a H atom is described by a wave function known as an atomic orbital, each orbital is designated by a set of three quantum numbers and fall into

3s V 3p ---- 3d-

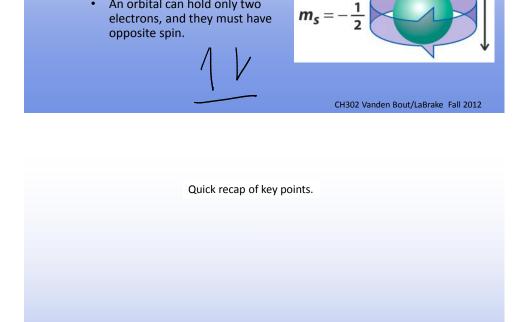


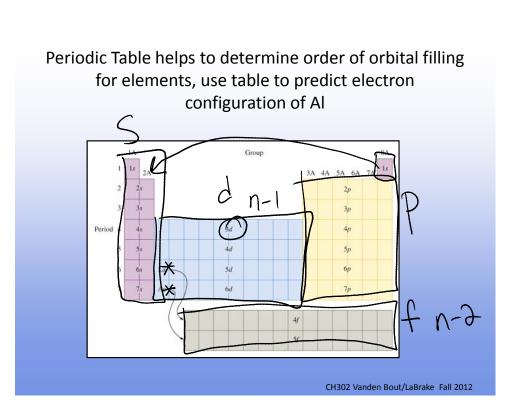
4th Quantum Number

- m_s spin magnetic quantum number- indicates the spin on the electron, the electron can spin one of two directions up or down
- Pauli Exclusion Principle: In a given atom no two electrons can have the same set of four quantum numbers.
- An orbital can hold only two electrons, and they must have opposite spin.



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PR	RACTICE IDENTIFYING QUANTUM NUMBERS AND ELECTRON CONFIGURATIONS
	CLASS GROUP WORK
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POLL: CLICKER QUESTION 4
A FEW QUESTOINS RELATING TO THE WORKSHEET
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ARRANGEMENT OF ELEMENTS - PERIODIC TABLE

Take a few minutes to write down everything you know about the Periodic Table While we are setting up a demo...

Na in water... K in water.....

What will happen? Should it be the same ... should it be different?

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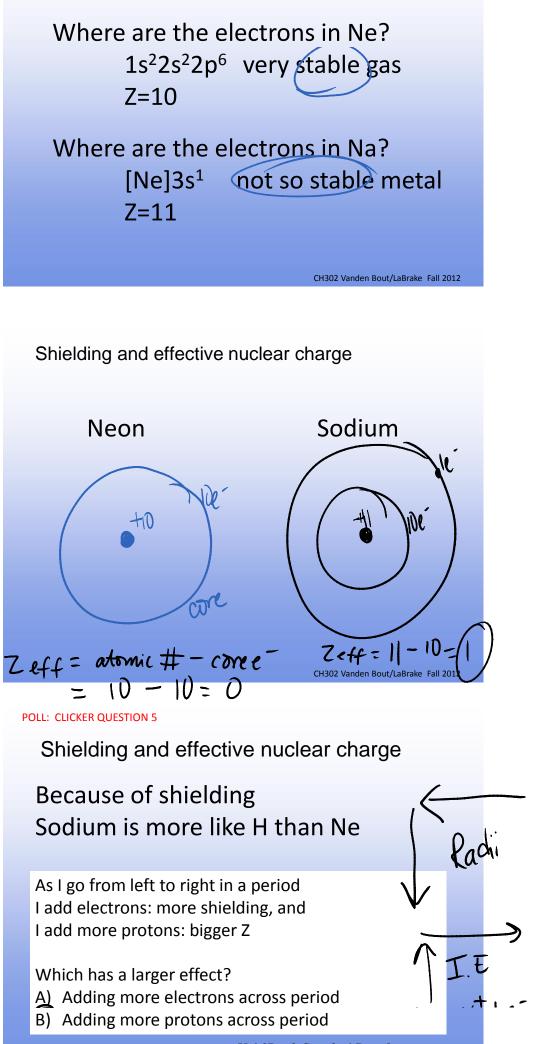
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H 1.008	2A 2											за 13	4A 14	5A 15	6A 16	7A 17	² He 4.00
3 Li 6.94	4 9.01											5 B 10.81	6 12.01	7 N 14.01	8 16.00	9 F 19.00	10 Ne 20.18
11 Na 22.99	12 Mg 24.31	3B 3	48 4	58 5	68 6	7B 7	8	- 88 - 9	10	1B 11	2B 12	13 Al 26,98	14 Si 28.09	15 P 30.97	16 S 32.07	17 Cl 35,45	18 Ar 39.95
19 K 39.10	20 Ca 40.08	21 Sc 44.96	22 Ti 47.87	23 V 50.94	24 Cr 52.00	25 Mn 54,94	26 Fe 55.85	27 Co 58.93	28 Ni 58.69	29 Cu 63.55	30 Zn 65.41	31 Ga 69.72	32 Ge 72.64	33 As 74.92	34 Se 78.96	35 Br 79,90	36 Kr 83,80
37 Rb 85,47	38 Sr 87.62	39 Y 88.91	40 Zr 91.22	41 Nb 92.91	42 Mo 95.94	43 TC (98)	44 Ru 101.1	45 Rh 102.9	46 Pd 106.4	47 Ag 107.9	48 Cd 112.4	49 In 114.8	50 Sn 118,7	51 Sb 121.8	52 Te 127.6	53 126.9	54 Xe 131.3
55 Cs 132.9	56 Ba 137.3	57 La 138.9	72 Hf 178.5	73 Ta 180.9	74 W 183.8	75 Re 186.2	76 Os 190.2	77 Ir 192.2	78 Pt 195.1	79 Au 197.0	80 Hg 200.6	81 TI 204,4	82 Pb 207.2	B3 Bi 209.0	84 Po (209)	85 At (210)	86 • Rn (222)
87 Fr	⁸⁸ Ra	89 Ac	104 Bf	105 Db	106 Sg	¹⁰⁷ Bh	108 Hs	109 Mt	110 Ds	111 Rg			1		(2077)	(210)	(444)

58	59	60	61	62	63	64	65	66	67	68	69	70	71
Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu
140.1	140.9	144.2	(145)	150.4	152.0	157.3	158.9	162.5	164.9	167.3	168.9	173.0	175.0
90	91	92	93	94	95	96	97	98	99	100	101	102	103
Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr
232.0	231.0	238.0	(237)	(244)	(243)	(247)	(247)	(251)	(252)	(257)	(258)	(259)	(262)

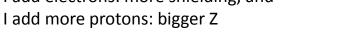
McCord (2006)

Aufbau Principle (building up)

Where are the electrons in Ne? 1s²2s²2p⁶ very stable gas Z=10



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Which has a larger effect?A) Adding more electrons across periodAdding more protons across period



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Shielding and effective nuclear charge
As I go from left to right in a period I add electrons more shielding and I add more protons bigger Z Which has a larger effect?
Left to Right Z_{eff} is increasing
Electrons are more stable. Lower Energy. Closer to the nucleus
Ionization energy increases Size decreases

SocianPotassium

Trends in ATOMIC RADIUS and IONIZATIONS ENERGY

As I go from top to bottom in a family Z_{eff} is about the same. But the valence electrons are in higher and higher n orbitals (farther from the nucleus).

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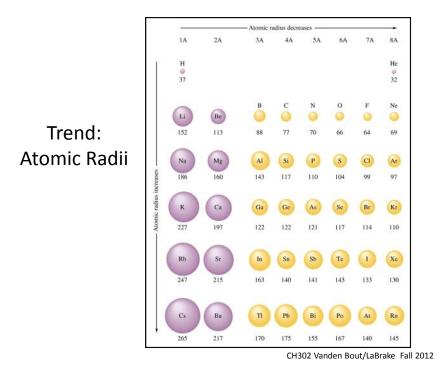
Trends in size and IE

As I go from top to bottom in a family Z_{eff} about the same. But the valence electrons are in higher and higher n orbitals (farther from the nucleus).

Top to Bottom

Electrons are less stable. Higher in Energy. Farther from the nucleus

Ionization energy decreases Size increases



What have we learned?

LIGHT CAN BE USED TO PROBE THE ENERGY OF ELECTRONS IN MATTER

ELECTRONS IN ATOMS HAVE DISCRETE ENERGIES

ELECTRONS CAN BE DESCRIBED BY WAVE FUNCTIONS THAT CAN BE CLASSIFIED BY QUANTUM NUMBERS

THE HYDROGEN WAVEFUNCTIONS CAN APPROXIMATE THE WAVEFUNCTIONS OF MULTIELECTRON ATOMS

THE ORDERING OF ENERGY LEVELS IS GENERALLY THE SAME FOR ATOMS FOR ALL ELEMENTS

NUCLEAR CHARGE FELT BY VALENCE ELECTRONS IS SHIELDED BY THE CORE ELECTRONS

Learning Outcomes

Describe the difference between one electron systems and multi-electron systems.

Predict electron configurations based on position on periodic table.

Apply the Aufbau principle to determine the configuration for any atom or ion.

Use Hund's Rule to determine electron configuration using an orbital diagram (electrons in individual orbitals with spins.

Students will use the shell model of multi-electron atoms to describe the concept of core vs. valence electrons

Define ionization energy.

Describe the concept of electronic shielding and effective nuclear charge (Zeff) and their relationship to trends in ionization energy, atomic radii and ionic radii.

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WHAT DO YOU THINK?

When I'm studying chemistry, I spend my time learning the new material and...

- A) That is it until the next exam comes along.
- B) Reviewing what I already understand.
- C) Focusing on what I do NOT understand.
- D) Splitting up time between reviewing what I already understand and focusing on what I do NOT understand.