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| Analyze & Interpret: limiting reactant in chemistry | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret questions regarding how much product a reaction can produce, given the gram amounts of reactant. | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/SI Instructor asks… | \*What do you already know about stoichiometry?  \*What have you learned about balanced reactions?  \*What do you want to know about…?  \*What can you say about…?  \*What do you think about the multiple gram amounts given?  \*How would you explain…?  \*What would you use to support…?  \*What is the significance of the support of…?  What is valid information and unnecessary information?  \*What is relevant to…?  \*What has meaning for…?  \*What information is most important for…? | | | \*How would you best organize the information on…?  \*How would you categorize or classify the different parts of…?  \*What is the purpose or motive of…?  \*What are your assumptions about…?  \*Who, what, when, where, why and how?  *Additional Questions*: How many substances are compound in a stoichiometry problem?    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |

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| Analyze & Interpret: moles in chemistry | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret converting grams to moles and moles to grams. | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/SI Instructor asks… | \*What do you already know about unit conversion?  \*What have you learned about moles and converting them to grams?  \*What do you want to know about conversions?  \*What can you say about dividing the grams of a compound by its molecular weight?  \*What do you think about …?  \*How would you explain…?  \*What would you use to support…?  \*What is the significance of the support…?  What is valid about…?  \*What is relevant to …?  \*What has meaning for …?  \*What information is most important for…? | | | \*How would you best organize the information on…?  \*How would you categorize or classify the different parts of…?  \*What is the purpose or motive of…?  \*What are your assumptions about…?  \*Who, what, when, where, why and how?  \* What are the steps involved in converting grams to moles and moles to grams?  *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |

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| Analyze & Interpret: Molarity solution | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret molarity Solution and moles. | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/SI Instructor asks… | \*What do you already know about defining Molarity Solution  \*What have you learned about the concentration?  \*What do you want to know about…?  \*What can you say about…?  \*What do you think about…?  \*How would you explain…?  \*What would you use to support…?  \*What is the significance of the support?  What is valid about…?  \*What is relevant to moles?  \*What has meaning for…?  \*What information is most important to follow sequence? convert gm -- moles -- moles | | | \*How would you best organize the information on…?  \*How would you categorize or classify the different parts of…?  \*What is the purpose or motive of making solution of certain concentration?  \*What are your assumptions about…?  \*Who, what, when, where, why and how?  *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |
| Analyze & Interpret: Ionic and Covalent Compounds | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret the meaning and structure of different compounds. | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/SI Instructor asks… | \*What do you already know about different compounds?  \*What have you learned about electronegativity?  \*What do you want to know about metal elements?  \*What can you say about non-metal elements?  \*What do you think about atomic changes?  \*How would you explain dipole moments?  \*What would you use to support…?  \*What is the significance of the support?  \*What is valid about…?  \*What is relevant to…?  \*What has meaning for…?  \*What information is most important to know about…? | | | \*How would you best organize the information on…?  \*How would you categorize or classify the different parts of…?  \*What is the purpose or motive of …?  \*What are your assumptions about…?  \*Who, what, when, where, why and how?  *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |
| Analyze & Interpret: anatomy and physiology | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret the muscular system. | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/SI Instructor asks… | \*What do you already know about the body?  \*What have you learned about the way bones move?  \*What do you want to know about how to remember?  \*What can you say about how you have been preparing?  \*What do you think about how the muscles work together?  \*How would you explain how the muscles relate to the skeletal system?  \*What would you use to support your memorization techniques?  \*What is the significance of the support of knowing this is your future career?  What is valid about…?  \*What is relevant to the way the muscles are named?  \*What has meaning for…?  \*What information is most important to understanding how it works with other systems? | | | \*How would you best organize the information on…?  \*How would you categorize or classify the different parts of…?  \*What is the purpose or motive of…?  \*What are your assumptions about…?  \*Who, what, when, where, why and how?  *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |
| Analyze & Interpret physiology of digestion | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret the stages of digestion. Epithelium/correlation between them. | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/SI Instructor asks… | \*What do you already know about digestion?  \*What have you learned about  \*What do you want to know about the digestion process?  \*What can you say about the pulmonary function of the digestive system?  \*What do you think about  \*How would you explain the digestion of carbohydrates?  \*What would you use to support…?  \*What is the significance of the support…?  What is valid about…?  \*What is relevant to …?  \*What has meaning for …?  \*What information is most important for…? | | | \*How would you best organize the information on…?  \*How would you categorize or classify the different parts of…?  \*What is the purpose or motive of…?  \*What are your assumptions about…?  \*Who, what, when, where, why and how?  *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |
| Analyze & Interpret: Ionic and Covalent Compounds | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret the meaning and structure of different compounds. | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/SI Instructor asks… | \*What do you already know about different compounds?  \*What have you learned about electronegativity?  \*What do you want to know about metal elements?  \*What can you say about non-metal elements?  \*What do you think about atomic changes?  \*How would you explain dipole moments?  \*What would you use to support…?  \*What is the significance of the support?  \*What is valid about…?  \*What is relevant to…?  \*What has meaning for…?  \*What information is most important to know about…? | | | \*How would you best organize the information on…?  \*How would you categorize or classify the different parts of…?  \*What is the purpose or motive of …?  \*What are your assumptions about…?  \*Who, what, when, where, why and how?  *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |
| Analyze & Interpret: anatomy and physiology | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret the muscular system. | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/SI Instructor asks… | \*What do you already know about the body?  \*What have you learned about the way bones move?  \*What do you want to know about how to remember?  \*What can you say about how you have been preparing?  \*What do you think about how the muscles work together?  \*How would you explain how the muscles relate to the skeletal system?  \*What would you use to support your memorization techniques?  \*What is the significance of the support of knowing this is your future career?  What is valid about…?  \*What is relevant to the way the muscles are named?  \*What has meaning for…?  \*What information is most important to understanding how it works with other systems? | | | \*How would you best organize the information on…?  \*How would you categorize or classify the different parts of…?  \*What is the purpose or motive of…?  \*What are your assumptions about…?  \*Who, what, when, where, why and how?  *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |
| Analyze & Interpret : the concept of pressure | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret the origins, components, and impacts of pressure | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/SI Instructor asks… | \*What pressure examples do you already know?  \*What have you learned about pressure?  \*What do you want to know about pressure?  \*What can you say about pressure?  \*What do you think about the examples of pressure?  \*How would you explain pressure?  \*What would you use to support…?  \*What is the significance of the support…?  What is valid about…?  \*What is relevant to …?  \*What has meaning for the physical components of pressure?  \*What information is most important for…? | | | \*How would you best organize the information on…?  \*How would you categorize or classify the different parts of that create pressure?  \*What is the purpose or motive of quantifying pressure?  \*What are your assumptions about changes in pressure?  \*What situations create pressure??  *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |

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| Analyze & Interpret: Chemistry  Learning Outcome 1  Students will analyze and interpret questions about stoichiometry and gas law calculations. | | |
| **When students analyze and interpret, they…** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Articulate | Compare | Differentiate | Gather | March | Resolve | | Assemble | Contrast | Discover | Identify | Organize | Select | | Break down | Decipher | Discuss | Inspect | Outline | Separate | | Calculate | Define | Dissect | Investigate | Paraphrase | Signify | | Categorize | Detail | Distinguish | Label | Relate | Summarize | | Choose | Determine | Examine | Map | Rephrase | Understand | | Clarify |  | Find |  |  |  | | |
| **To help students analyze & interpret, the tutor/Instructor asks…** | \* What do you already know about stoichiometry?  \* What have you learned about how pressure relates to volume & temp.?  \* What can you say about gram 🡪 moles conversion?  \*What is the significance of giving the gram amounts?  \* How would I best organize the information given by the question?  \* What is the purpose or motive of giving the size of the container? | Additional Questions:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |