

Hi All:

The 233rd American Chemical Society National Meeting & Exposition will be in Chicago March 2007. Ami LeFevre and I are planning the High School Teachers Day program. This event, which takes place on Sunday, March 25, 2006 from 8:30AM - 4:30PM, will feature programming that addresses topics relevant to the teaching of high school chemistry. The hotel location is yet to be determined. Sunday morning coffee, lunch, and materials will be included as part of the registration fee.

If you could share this info with teachers in your area or in a newsletter or website that would be most appreciated.

Below is the HS Chicago program as of 12/12/06. This will be the final program

Attached is a flyer from the ACS that will be going out. It has all the info. It comes in 2 parts. If you need a higher res. copy let me know.

A feature of each national meeting, the High School/College Interface Luncheon brings together educators from different levels with the goal of facilitating an exchange of ideas. There will also be a drawing for door prizes at the luncheon. High school teachers DO NOT need to purchase tickets for this event. Lunch will be provided by event sponsors. EXPOSITION All attendees must register for the meeting to participate in the technical sessions and programs.

Registration provides full access to the special High School Chemistry Day program on Sunday, the entire ACS meeting on Sunday through Thursday, and the Exposition starting on Monday. Cost for registration for precollege teachers is \$69.00 (subject to review in December 2006). Early registration is between January 8 and March 5. If you register after that or on site you will need to pick up your badge at the McCormick Convention Center.

REGISTRATION METHODS There are five ways to register for the meeting, 2 are:
Internet: <http://chemistry.org/meetings/national/registration.html> (credit cards only)
Telephone: 508-743-0192 or 800-851-8629 M-F 9 AM to 5 PM EST (credit cards only)
Registration will be mailed out at a later date by the ACS.

Enjoy

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Chicago March 25 2007: Inquiring Minds Want to Know

8:30 — Introductory Remarks.

8:35 — James Bryant Conant Awardee for Teaching High School Chemistry Eleanor Siegrist “39 Years of Enjoying and Motivating Students”

9:20 — John Fortman from Wright State University "Demonstrating Carbonate Chemistry from the Pyramids to Soda Pop"

9:50 — Jim Spencer from Franklin & Marshall College and Patrick Daubenmire from Loyola University Chicago “Process Oriented Guided Inquiry Learning (POGIL): A Student Centered Approach to Teaching.”

10:50 — Intermission.

11:00 — Bill Deese from Louisiana Tech “Demos of the Dead Chemist Society.”

12:00 — Intermission.

12:10 —Luncheon entertainment: Ken Spengler former department head Palatine High School – “A Skeptical Look at Administration in H.S.” [20 minutes]

1:30 —Afternoon keynote: George Bodner from Purdue “Eternal Verities.”

2:20 — Mary Harris & Linda Fanis from polymer ambassadors and JCE “JCE for the High School Teacher: Recycling Resources for Earth Day 2007”

2:50 — Intermission.

3:00 — Jim Spencer from Franklin & Marshall College “AP Chemistry: Redesign of the Curriculum and Exam, What Does it Mean?”

3:25 — Lynn Hogue and Mickey Sarquis from Miami of Ohio University, Center for Chemistry Education “Lowering Student Activation Energy for Learning Chemistry” 1 to 1.5 hours

James Bryant Conant Awardee for Teaching High School Chemistry Eleanor W. Siegrist, Hollidaysburg, PA
Thirty-nine years of motivating and enjoying students

What are some things that we as educators can do for ourselves and our students to make teaching enjoyable and learning meaningful? How do you keep motivating yourself so that teaching never grows stale even when you teach the same course several times a day and/or teach the same course for many years? What can you do to rejuvenate yourself? How can you motivate your students? What techniques and resources are available?

John J. Fortman, Department of Chemistry, Wright State University, Dayton, OH

Demonstrating carbonate chemistry from the pyramids to soda pop

Limestone, quick lime, slaked lime, soda lime, washing soda, baking soda, and carbon dioxide are all substances of commercial importance and everyday utility in everything from construction materials like mortar and glass through food preparation and on to breathing devices for space travel. After Sputnik was launched the chemistry of these substances were displaced from general chemistry to make room for more theoretical concepts. Live demonstrations will be used to illustrate how these topics can be taught in a lively, modern manner.

James N. Spencer, Department of Chemistry, Franklin and Marshall College, Lancaster, PA and Patrick L. Daubenmire, Office of Science, Loyola Blakefield School

Process oriented guided inquiry learning POGIL

Recent developments in cognitive learning theory and classroom research suggest that most students experience improved learning when they are part of an interactive community and when they are given the opportunity to construct their own knowledge. These results counter the belief that effective teaching must be instructor-centered, that is that content can be transferred directly from the expert to the novice. Student centered approaches are based on the premises that students learn better when they are actively engaged and thinking in class. In such an environment students work in small self managed groups to draw conclusions by analyzing data and discussing ideas, they learn how to work together to understand concepts and solve problems, and the instructor serves as a facilitator to assist students in the learning process.

William C. Deese, Department of Chemistry, Louisiana Tech University,

Demonstrations of the dead chemists society

A brief (and incomplete) history of the study of gases will be told. Demonstrations, historical anecdotes, and analogies will be included in this unique program that blends chemistry, history, and the art of juggling. Everyday objects will help make transitions between the observable, molecular, and symbolic worlds of chemistry.

You don't want to miss the World's Most Dangerous Juggling Routine!

Kenneth J. Spengler, Palatine, IL 60074-5446,

Skeptical look at school administration

The speaker is a retired high school chemistry teacher. This will be a possible humorous look at some of the frustrations a teacher faces.

George M. Bodner, Department of Chemistry, Purdue University

Eternal Verities: How to make your students hate you less if not necessarily love you more

This talk examines an ever-growing list of eternal verities — things that will be true 'til the end of time — that summarize some of what we have learned from doing research on how individuals of all ages learn. These eternal verities have been found to be useful for anyone who teaches for a living; whether the individual faces the task of teaching students, coworkers, or those they work for.

Mary E. Harris, Polymer Ambassador, John Burroughs School, St. Louisband Linda Fanis, Journal of Chemical Education 1101 University Avenue, Madison, **Celebrate Earth Day- Resources from the Journal of Chemical Education**

The American Chemical Society will celebrate Earth Day on April 22, 2007 with the theme “Recycling - Chemistry Can!” The Journal of Chemical Education will present several ideas for the high school teacher using this theme. The JCE article “Sorting Recycled Trash” describes an activity in which students separate commingled recyclable trash to simulate sorting in a recycling center. This particular “solid waste recycle and reuse center” accepts newspaper, steel cans, aluminum cans, glass, LDPE bags, PETE bottles, and HDPE containers. A related PowerPoint presentation will show photographs of a Smurfit-Stone Recycle Center in St.

Louis. The Earth Day JCE Classroom Activity, "Garbage Juice: Waste Management and Leachate Generation", lets students discuss waste testing and disposal as they simulate a landfill using kitchen materials.

James N. Spencer, Department of Chemistry, Franklin & Marshall College, Lancaster,

Redesign of advanced placement chemistry

The College Board is committed to exploring the implications of the National Research Council's report, "Learning and Understanding". This report pointed out that too much superficial content coverage and memorization occurred at the expense of deeper, inquiry based science learning and understanding. AP courses replicate college courses and have produced high standards in high school Chemistry courses. However, based on best practices and educational reform efforts, a revision and redesign are now considered critical to future success for our students and science in general.

Lynn Hogue, Center for Chemistry Education, Miami University and Arlyne (Mickey) Sarquis, Department of Chemistry & Biochemistry, Miami University

Lowering students' activation energy for learning chemistry

Reunite the fun, hands-on with the mental, minds-on aspects of chemistry through multi-sensory interactions, modeling, visualizations, elements of pop culture, and plain old fun. These proven strategies unite the affective and cognitive domains and effectively engage students so that motivation and conceptual understanding are increased and performance is improved.

The presentation will include examples of these strategies and demonstrate how they can be used to illustrate abstract chemical concepts. You will experience dramatizations that explain complex chemical phenomenon; see how models can be used to depict the intermolecular and intramolecular forces of water; listen to stories about money and tug-of-war that lead to an understanding of bonding; learn how fruit, vegetables and a few other props can illustrate the conservation of matter and different types of reactions; and discover how ping-pong balls and Legos™ can help students visualize and learn to write chemical formulas for elements, compounds, and mixtures.