

Chemistry 2nd Semester Final Exam Review

Chemical Bonds

1. Give a physical description of how the atoms and molecules are arranged in solids, liquids, and gases.
A: In a liquid, the forces between the molecules are weak, so the molecules are free to move around. In a solid the forces between the molecules (intermolecular forces) are stronger so they are held in place.
2. Use the information from the previous question to describe the shape and volume for each phase (state) of matter.
*A: Solids have a repeating geometric pattern (lattice structure) in which the particles vibrate in place. They have a definite shape and a definite volume.
 Particles within a liquid slide past each and are close, but are not held in place. They have a definite volume, but no definite shape.
 Gases particles move chaotically bouncing off one another. They have neither a definite shape nor a definite volume.*
3. List the three phases of matter in order of increasing intermolecular attractions.
A: Gas, liquid, solid.
4. Why do the atoms and molecules in liquids move in a random pattern relative to one another instead of being in a solid form?
A: Their kinetic energy (temperature) is high enough to overcome the attractive forces that might otherwise hold them in a repeating pattern. The attractive forces aren't strong enough to hold them together at that temperature.

Conservation of Matter and Stoichiometry

5. The atomic mass unit and the mole are defined using what isotope? *A: Carbon-12*
6. Balance the following equations:
 - a. $\text{Al}_2\text{O}_3 + \text{Cl}_2 + \text{C} \rightarrow \text{AlCl}_3 + \text{CO}$
A: $\text{Al}_2\text{O}_3 + 3\text{Cl}_2 + 3\text{C} \rightarrow 2\text{AlCl}_3 + 3\text{CO}$
 - b. $\text{C}_4\text{H}_{10} + \text{O}_2 \rightarrow \text{CO}_2 + \text{H}_2\text{O}$
A: $2\text{C}_4\text{H}_{10} + 13\text{O}_2 \rightarrow 8\text{CO}_2 + 10\text{H}_2\text{O}$
 - c. $\text{P} + \text{O}_2 \rightarrow \text{P}_2\text{O}_5$
A: $4\text{P} + 5\text{O}_2 \rightarrow 2\text{P}_2\text{O}_5$
7. What isotope is used to define one mole? *A: Carbon-12*
8. How many particles (atoms or molecules) are in one mole? *A: 6.02×10^{23}*
9. Find the molar mass for the following chemical formulas:
 - a. ZnF_2 *A: 103.377 g/mol*
 - b. $\text{Al}_2(\text{SO}_4)_3$ *A: 342.151 g/mol*
 - c. NH_4IO_3 *A: 192.941 g/mol*
10. How many moles are in 4.37 kg of NaOH? *A: 109.3 mol*
11. How many atoms are in 2075 g of He? *A: 3.12×10^{26} atoms*
12. What volume will 92.31 g of CO_2 occupy at STP? *A: 46.985 L*
13. How many grams of sodium hydroxide are needed to react with 6.23 g of barium bromide?
 $\text{NaOH} + \text{BaBr}_2 \rightarrow \text{NaBr} + \text{Ba(OH)}_2$
A: 1.68 g NaOH
14. In the reaction, $2\text{Mg} + \text{O}_2 \rightarrow 2\text{MgO}$, if 100.0 g of magnesium reacts with 50.0 g of oxygen, what mass of product is produced?
A: 126 g MgO

Gases and Their Properties

15. What is the kinetic molecular theory (KMT)?
A: The Kinetic Molecular Theory is used to explain the behavior of gases and is based upon the following postulates:
 - Gases are composed of a many particles that behave like hard spherical objects in a state of constant, random motion.
 - These particles move in a straight line until they collide with another particle or the walls of the container.
 - These particles are much smaller than the distance between particles, therefore the volume of a gas is mostly empty space and the volume of the gas molecule themselves is negligible.
 - There is no force of attraction between gas particles or between the particles and the walls of the container.
 - Collisions between gas particles or collisions with the walls of the container are elastic. That is, none of the energy of the gas particle is lost in a collision.

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Digital Learning and Teaching in Chemistry Yehudit Judy Dori, Courtney Ngai, Gabriela Szteinberg, 2023-07-12 Education is always evolving and most recently has shifted to increased online or remote learning *Digital Learning and Teaching in Chemistry* compiles the established and emerging trends in this field specifically within the context of learning and teaching in chemistry This book shares insights about five major themes best practices for teaching and learning digitally digital learning platforms virtual visualisation and laboratory to promote learning in science digital assessment and building communities of learners and educators The authors are chemistry instructors and researchers from nine countries contributing an international perspective on digital learning and teaching in chemistry While the chapters in this book span a wide variety of topics as a whole they focus on using technology and digital platforms as a method for supporting inclusive and meaningful learning The best practices and recommendations shared by the authors are highly relevant for modern chemistry education as teaching and learning through digital methods is likely to persist Furthermore teaching chemistry digitally has the potential to bring greater equity to the field of chemistry education in terms of who has access to quality learning and this book will contribute to that goal This book will be essential reading for those working in chemical education and teaching Yehudit Judy Dori is internationally recognised formerly Dean of the Faculty of Education of Science and Technology at the Technion Israel Institute of Technology and won the 2020 NARST Distinguished Contributions to Science Education through Research Award DCRA for her exceptional research contributions Courtney Ngai and Gabriela Szteinberg are passionate researchers and practitioners in the education field Courtney Ngai is the Associate Director of the Office of Undergraduate Research and Artistry at Colorado State University Gabriela Szteinberg serves as Assistant Dean and Academic Coordinator for the College of Arts and Sciences at Washington University in St Louis

Learning and Memory: A Comprehensive Reference, 2017-07-07 *Learning and Memory A Comprehensive Reference* Second Edition Four Volume Set is the authoritative resource for scientists and students interested in all facets of learning and memory This updated edition includes chapters that reflect the state of the art of research in this area Coverage of sleep and memory has been significantly expanded while neuromodulators in memory processing neurogenesis and epigenetics are also covered in greater detail New chapters have been included to reflect the massive increase in research into working memory and the educational relevance of memory research No other reference work covers so wide a territory and in so much depth Provides the most comprehensive and authoritative resource available on the study of learning and memory and its mechanisms Incorporates the expertise of over 150 outstanding investigators in the field providing a one stop resource of reputable information from world leading scholars with easy cross referencing of related articles to promote understanding and further research Includes further reading for each chapter that helps readers continue their research Includes a glossary of key terms that is helpful for users who are unfamiliar with neuroscience terminology

Effective Classroom Turnaround John

Jensen,2012-08-31 Effective Classroom Turnaround Practice Makes Permanent the third book in the Practices Makes Permanent series contends that because students learn and behave differently educators must thoughtfully approach them in the classroom in order to affect change Like all humans students respond to conditions around them Regardless of their habits and behaviors at home or in school educators can successfully stimulate them to approach education in a new more positive light Effective Classroom Turnaround offers teachers over fifty ways to generate cooperation enthusiasm and consistent academic success by utilizing principles of learning and motivation that are often ignored or at best underused even in the best schools Embracing the idea that school reform occurs in the classroom and not in the boardroom this guide will effectively connect instruction with students motivation and performance **The Silver Bullet Easy Learning System**

John Jensen,2007-12-11 Students can change rapidly Just entering a different room they may feel happier and more successful because they respond instantly to changed conditions The same students may be bored and uncooperative and then learn zestfully The most powerful influence available to teachers is students opinion of each other Properly applied it inspires them to do better in all ways with results evident in a couple weeks K 12 They re more cooperative supportive gain firm knowledge hourly and are proud of their accomplishments National legislation ordering schools to change is an unwanted distraction Teachers instead need methods easy to apply that work quickly and obviously With seven key elements and fifty four methods this book explains How current instruction insures superficial learning Easy changes that increase long term mastery How the axiom Practice makes perfect applies to learning How to generate pride with hourly success and turn it into a body of knowledge The absolute fastest way to get mutual support and harmony How to make learning a team sport that includes everyone How to solve the national problem of assessing learning objectively How to discipline without alienating How students remember the most for the longest time *Handbook of Demonstrations and Activities in the Teaching of Psychology* Mark E. Ware,David E. Johnson,2013-09-05 For those who teach students in psychology education and the social sciences the Handbook of Demonstrations and Activities in the Teaching of Psychology Second Edition provides practical applications and rich sources of ideas Revised to include a wealth of new material 56% of the articles are new these invaluable reference books contain the collective experience of teachers who have successfully dealt with students difficulty in mastering important concepts about human behavior Each volume features a table that lists the articles and identifies the primary and secondary courses in which readers can use each demonstration Additionally the subject index facilitates retrieval of articles according to topical headings and the appendix notes the source as it originally appeared in Teaching of Psychology especially useful for users needing to cite information The official journal of the Society for the Teaching of Psychology Division Two of the American Psychological Association Teaching of Psychology is a highly respected publication devoted to improving teaching and learning at all educational levels Volume II consists of 99 articles about teaching physiology perception learning memory and developmental psychology Divided into eight sections four devoted to

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