

Assessment #3 Review

Name: _____

You must show all work for credit.

Due Date: _____ (No late packets will be accepted)

I. Balance Equations*Balance the equations*

- $\text{Mg} + \underline{2} \text{H}_2\text{O} \rightarrow \text{Mg}(\text{OH})_2 + \text{H}_2$
- $\text{Mg} + \underline{2} \text{NaBr} \rightarrow \text{MgBr}_2 + \underline{2} \text{Na}$
- $\text{C}_3\text{H}_8 + \underline{5} \text{O}_2 \rightarrow \underline{3} \text{CO}_2 + \underline{4} \text{H}_2\text{O}$
- $\underline{4} \text{P} + \underline{5} \text{O}_2 \rightarrow \underline{2} \text{P}_2\text{O}_5$
- $\text{Fe}_2(\text{SO}_4)_3 + \underline{6} \text{KOH} \rightarrow \underline{3} \text{K}_2\text{SO}_4 + \underline{2} \text{Fe}(\text{OH})_3$
- $\text{Fe}_2\text{O}_3 + \underline{3} \text{H}_2 \rightarrow \text{Fe} + \underline{3} \text{H}_2\text{O}$

7. How many moles of hydrogen gas react with 1 mole of Fe_2O_3 in reaction #6? 3

Write the balanced equation for problems # 8 and 9:

8. Hydrogen gas and nitrogen monoxide combine to form water and nitrogen gas

9. When sodium phosphate and calcium chloride are mixed they form calcium phosphate and sodium chloride

10. Using the following balanced equation, prove (or explain) the Law of Conservation of Mass.



11. Using the balanced equation shown in problem #10, explain what the coefficients represent.

12. Using the balanced equation shown in problem #10, list the products of the reaction.

13. Using the balanced equation shown in problem #10, list the reactants of the reaction.

II. Types of Reactions*Directions: Identify the type of reaction.*

S = synthesis

SD = single displacement

C = combustion

D = decomposition

DD = double displacement

- DD $\text{HCl} + \text{MgSO}_4 \rightarrow \text{MgCl}_2 + \text{H}_2\text{SO}_4$
- D $\text{Cu}_2(\text{CO}_3)_3 \rightarrow \text{Cu} + \text{CO}_2 + \text{O}_2$
- C $\text{C}_2\text{H}_6 + \text{O}_2 \rightarrow \text{CO}_2 + \text{H}_2\text{O}$
- S, C $\text{P} + \text{O}_2 \rightarrow \text{P}_2\text{O}_5$
- DD $\text{NaNO}_3 + \text{CaCl}_2 \rightarrow \text{NaCl} + \text{Ca}(\text{NO}_3)_2$
- SD $\text{Mg} + \text{H}_2\text{O} \rightarrow \text{Mg}(\text{OH})_2 + \text{H}_2$

Gen Chemistry 10 Semester Review Answers

Sandra Yancy McGuire



Gen Chemistry 10 Semester Review Answers:

Problems and Problem Solving in Chemistry Education Georgios Tsapalis, 2021-05-17 Problem solving is central to the teaching and learning of chemistry at secondary tertiary and post tertiary levels of education opening to students and professional chemists alike a whole new world for analysing data looking for patterns and making deductions As an important higher order thinking skill problem solving also constitutes a major research field in science education Relevant education research is an ongoing process with recent developments occurring not only in the area of quantitative computational problems but also in qualitative problem solving The following situations are considered some general others with a focus on specific areas of chemistry quantitative problems qualitative reasoning metacognition and resource activation deconstructing the problem solving process an overview of the working memory hypothesis reasoning with the electron pushing formalism scaffolding organic synthesis skills spectroscopy for structural characterization in organic chemistry enzyme kinetics problem solving in the academic chemistry laboratory chemistry problem solving in context team based active learning technology for molecular representations IR spectra simulation and computational quantum chemistry tools The book concludes with methodological and epistemological issues in problem solving research and other perspectives in problem solving in chemistry With a foreword by George Bodner

A Laboratory Manual of General Chemistry William Crowell
Bray, Ludwig Rosenstein, 1916

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Teach Students How to Learn Sandra

Yancy McGuire,2023-07-03 Co published with NISOD Miriam a freshman Calculus student at Louisiana State University made 37.5% on her first exam but 83% and 93% on the next two Matt a first year General Chemistry student at the University of Utah scored 65% and 55% on his first two exams and 95% on his third These are representative of thousands of students who decisively improved their grades by acting on the advice described in this book What is preventing your students from performing according to expectations Sandra McGuire offers a simple but profound answer If you teach students how to learn and give them simple straightforward strategies to use they can significantly increase their learning and performance For over a decade Sandra McGuire has been acclaimed for her presentations and workshops on

metacognition and student learning because the tools and strategies she shares have enabled faculty to facilitate dramatic improvements in student learning and success This book encapsulates the model and ideas she has developed in the past fifteen years ideas that are being adopted by an increasing number of faculty with considerable effect The methods she proposes do not require restructuring courses or an inordinate amount of time to teach They can often be accomplished in a single session transforming students from memorizers and regurgitators to students who begin to think critically and take responsibility for their own learning Saundra McGuire takes the reader sequentially through the ideas and strategies that students need to understand and implement First she demonstrates how introducing students to metacognition and Bloom s Taxonomy reveals to them the importance of understanding how they learn and provides the lens through which they can view learning activities and measure their intellectual growth Next she presents a specific study system that can quickly empower students to maximize their learning Then she addresses the importance of dealing with emotion attitudes and motivation by suggesting ways to change students mindsets about ability and by providing a range of strategies to boost motivation and learning finally she offers guidance to faculty on partnering with campus learning centers She pays particular attention to academically unprepared students noting that the strategies she offers for this particular population are equally beneficial for all students While stressing that there are many ways to teach effectively and that readers can be flexible in picking and choosing among the strategies she presents Saundra McGuire offers the reader a step by step process for delivering the key messages of the book to students in as little as 50 minutes Free online supplements provide three slide sets and a sample video lecture This book is written primarily for faculty but will be equally useful for TAs tutors and learning center professionals For readers with no background in education or cognitive psychology the book avoids jargon and esoteric theory Allied Health Exam ,1997

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