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CLASSIFICATION OF CHEMICAL REACTIONS PART I

Classify the reactions below as synthesis, decomposition, single replacement or double replacement.

(ANSWERS)

$2H_2 + O_2 \rightarrow 2H_2O$ Synthesis

$2H_2O \rightarrow 2H_2 + O_2$ Decomposition

$Zn + H_2SO_4 \rightarrow ZnSO_4 + H_2$ Single Replacement

$2CO + O_2 \rightarrow 2CO_2$ Synthesis

$2HgO \rightarrow 2Hg + O_2$ Decomposition

$2KBr + Cl_2 \rightarrow 2KCl + Br_2$ Single Replacement

$CaO + H_2O \rightarrow Ca(OH)_2$ Synthesis

$AgNO_3 + NaCl \rightarrow AgCl + NaNO_3$ Double Replacement

$2H_2O_2 \rightarrow 2H_2O + O_2$ Decomposition

$Ca(OH)_2 + H_2SO_4 \rightarrow CaSO_4 + 2H_2O$ Double Replacement

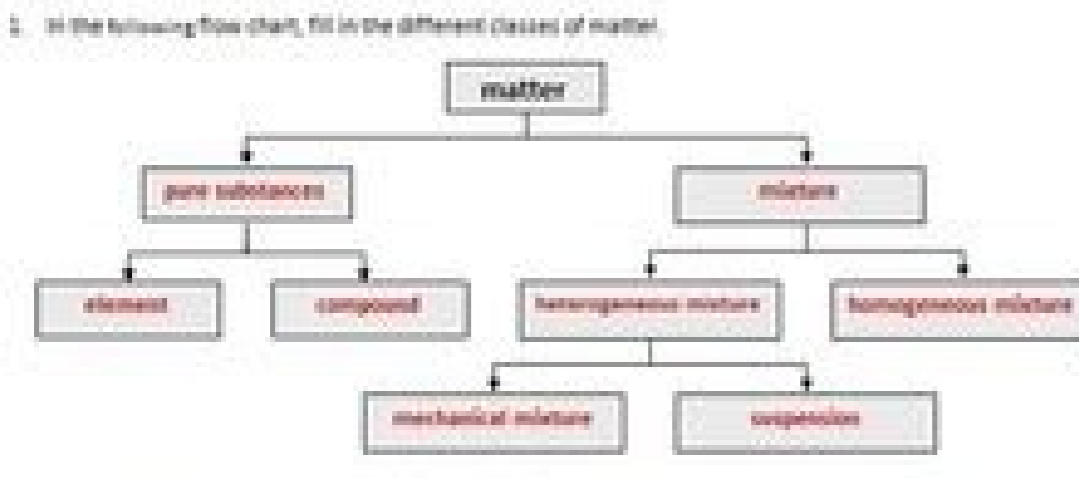
CONTENT AREA: Science	COURSE TITLE	COURSE NUMBER
Chemistry I	Chemistry I Honors	as above
<p>1. Give examples of industrial processes that have been derived from scientific research and describe the impact on society. Use traditional reference materials to explore background and historical information regarding a scientific concept. Define and describe the properties of matter and energy. (QC 1.1, 2.1, 4) (Patterns, Cooperation, Challenge)</p> <p>PARMS: 1 class periods and throughout the course</p> <p>CLASSIC SCIENTIFIC KNOWLEDGE: RECOGNIZED PROFESSIONAL RELATIVES</p> <p>Modern Chemistry by Holt, Rinehart & Winston (2007) pp. 44-49, 424. Benchmark Framework 1.1 through 1.7 Graphic Organizer 1.1</p> <p>TECHNOLOGY INTEGRATION:</p> <p>Video: <u>Chemistry as a Career</u> Description: The video is intended for middle school students. It is a short video that describes the various careers in chemistry and the skills needed to succeed in these careers. It is available at http://www.khanacademy.org/a/chemistry-careers</p> <p>Video: <u>Computer Simulated Laboratory in Chemistry</u> Description: A chemistry video available by Science Online. It shows a virtual laboratory where students can perform experiments and see the results. It is available at http://www.khanacademy.org/a/computer-simulated-laboratory-in-chemistry</p>		
<p>1. State and define branches of science.</p> <p>2. Research the relationships between the various branches of science and a technological society using the Internet.</p> <p>3. State and define branches of chemistry and career in chemistry.</p> <p>4. Research the relationships between the various branches of chemistry and society using the Internet.</p> <p>5. Classify matter as (a) heterogeneous, (b) mixture, compound, element.</p> <p>6. Use the periodic table to determine the names and symbols of elements.</p> <p>7. Distinguish between the physical properties and chemical properties of matter.</p> <p>8. Classify changes of matter as physical or chemical.</p> <p>9. Relate types of energy to physical and chemical changes.</p> <p>10. State the law of conservation of matter and energy.</p>		

ANSWER KEY

Name: _____
Date: _____

CLASSIFYING MATTER

Review Worksheets



2. Identify each of the following **PURE SUBSTANCES** as either an element or a compound. The formula for each pure substance has been provided in the brackets.
- a) oxygen (O₂) element j) glucose (C₆H₁₂O₆) compound
 b) hydrogen peroxide (H₂O₂) compound k) ammonia (NH₃) compound
 c) platinum (Pt) element l) chlorine (Cl) element
 d) methane (CH₄) compound m) hydrogen (H₂) element
 e) nitrogen (N₂) element n) carbon dioxide (CO₂) compound
 f) sodium chloride (NaCl) compound o) mercury (Hg) element
 g) sodium (Na) element p) propane (C₃H₈) compound
 h) aluminum (Al) element q) benzene (C₆H₆) compound
3. Identify each of the following **MIXTURES** as either mechanical mixture (heterogeneous), suspension (heterogeneous), solution (homogeneous) or alloy (homogeneous).
- a) brass alloy i) salt and sugar mechanical mixture
 b) garbage mechanical mixture j) salt water solution
 c) stainless steel alloy k) mud suspension
 d) bronze alloy l) alcohol and water solution
 e) mixed salad mechanical mixture m) sugar water solution
 f) paint suspension n) oil and vinegar mechanical mixture
 g) air solution o) blood suspension
 h) flour and water suspension p) laundry mechanical mixture

Chapter 2 Properties of Matter

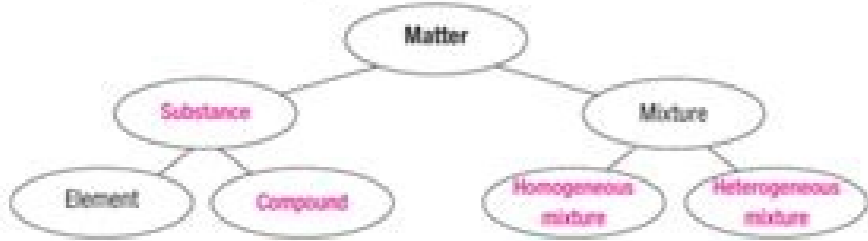
Section 2.1 Classifying Matter

(pages 38–44)

This section explains how materials are classified as pure substances or mixtures. It discusses types of pure substances and mixtures.

Reading Strategy (page 38)

Summarizing As you read, complete the classification of matter in the diagram below. For more information on this Reading Strategy, see the Reading and Study Skills in the Skills and Reference Handbook at the end of your textbook.



Pure Substances (page 39)

- Is the following sentence true or false? Every sample of a pure substance has exactly the same composition and the same properties. **true**
- What are the two categories of pure substances?
 - Elements
 - Compounds

Elements (pages 39–40)

- What is an element? **An element is a substance that cannot be broken down into simpler substances.**
- Is the following sentence true or false? The smallest particle of an element is an atom. **true**
- Why does an element have a fixed, uniform composition? **An element has a fixed composition because it contains only one type of atom.**
- Circle the letter before each element that is a gas at room temperature.
 - carbon
 - oxygen**
 - mercury
 - nitrogen**

Match each element to its correct symbol.

Element	Symbol
b 7. aluminum	a. C
c 8. gold	b. Al
a 9. carbon	c. Au

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Section 11.1 Describing Chemical Reactions

- OBJECTIVES**
- Describe how to write a word equation.
 - Describe how to write a skeleton equation.
 - Describe the steps for writing a balanced chemical equation.

All chemical reactions...

- have two parts:
 - Reactants
 - Products
- The reactants will turn into the products.
- Reactants → Products

In a chemical reaction...

- Atoms aren't created or destroyed (according to the law of conservation of mass).
- A reaction can be described several ways:

1. **in a sentence** every item is a word

2. **in a word equation** some symbols may be used

3. **in a balanced equation** → copper (II) chloride + chlorine → copper (II) chloride

4. **in a chemical equation** →

5. **in a chemical equation** →

6. **in a chemical equation** →

7. **in a chemical equation** →

8. **in a chemical equation** →

9. **in a chemical equation** →

10. **in a chemical equation** →

11. **in a chemical equation** →

12. **in a chemical equation** →

13. **in a chemical equation** →

14. **in a chemical equation** →

15. **in a chemical equation** →

16. **in a chemical equation** →

17. **in a chemical equation** →

18. **in a chemical equation** →

19. **in a chemical equation** →

20. **in a chemical equation** →

Classifying matter lab worksheet answers.

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ANSWER— ConfAoVaporizaciA n³, ebulliciA⁶ or phase change. NO evaporation³ (occurring below the boiling point³ n). 60 Identify a segment of the line in which average energy increases. ANSWER— AVG KE property is temp. AB CD or EF61 Use or represent part of substance X, draw at least five partA cles as seen in the substance in point F ANSWER— The five partA cles will extendAan. 62 Describes, in terms of particle or energy behavior, what is happening to substance X during the BC line segment. ANSWER—ConferenceThe parts are increasing in potential energy. Base your answers on questions 54 and 55 on the heating curve below, which represents a substance that starts as a n³ below its fusiA³ n point and warms up at a constant rate for a period of time. 54 A What is happening to the average energy of the parts during the BC segment? ANSWER— Since Avg. KE is Temperature, it's still the same. 55 *How does this heating curve illustrate³ the heat of vaporization³ is greater than the heat of fusiA³ n? ANSWER— ConfAoSegmet DE is longer than BC. More energy requires more time. NO OF is at a higher rate. 6/05 17 *In what process does a single³ change directly in a steam? (1) condensation³ (2) sublimation³ (3) deposit³ (4) solidification ANSWER' Choice³ 2 Sub- limation³. 1 Prerequisite: 1, BiologAa of secondary Recommended: 11th Prep exam: CLEP This course covers basic material for a high school chemistry course. The CLEP covers two years of material value. Those wishing to take the CLEP will have to make a significant additional study. Description³ course: This curriculum includes subjects such as subject, theorAa atA³ mica, the periA³ dica table of the union, chemical equations, chemical bonding, stoichiometry, gas laws, acids and salts, reaction rates, reaction, and nuclear chemistry, and balance. Students learn through texts, videos, online tutorials, as well as through practical and virtual laboratory experiments. A mid-term review and the final review will be given. This course is based on the course of Chemistry of hue High School of Georgia Virtual LearningTM but uses other resources throughout the course. All PDF files that are not shown with a separate source are from this course of GVL, although they may have obtained them from a different source. (Thanks to Holly Dunn and especially Liz Mogg for all your help in preparing this course.) List of materials for domestic laboratories In addition, a scientific calculator is required, particularly for pH calculations in Unit 11. Learn how to use it! Note: This course may require more study and practice than other courses due to the complexity of some topics. The final exam will be created from your tests of the entire course. Grab your tests and use them to check them out. (That's always a good practice.) Lesson 1 (*) [Note that an asterisk³ indicates that there is a spreadsheet in this lesson and a (*) indicates something optional to print] Welcome to your first day of school! I wanted to give you an important reminder before we started. Many of your lessons below have an internet link for you to click on. When you go to the different web pages for your lessons, please do NOT click anything else on that page except what the instructions tell you. DO NOT click on any ad or game. DO NOT click on anything that takes you to a different website. Just focus on your lesson and then close that window and you should be here for the next lesson. Okay? If you don't get here through My EP Assignments, I suggest you go there and create an account.your first quarter qualification sheet or use the Excel version. Note that your success in Chemistry will be directlyto the amount of effort you invest. The complexity of some of these topics may require additional study and practice on your part. Laboratory safety is important. Although many labs are online, students will conduct some labs at home. Please wear personal protective equipment such as safety glasses and gloves when necessary. Assignments Save your written work as a record of what you did in this course. Please, no cheating or plagiarism. What is chemistry? Visit this website and read through what chemistry is all the way through what chemists do. As you can see, chemistry is a very important part of many professions, from research scientists to doctors. Believe it or not, even chefs need to understand chemistry, as they are constantly changing matter from one form to another, using mixtures, reactions, heat, etc. The first unit on the Georgia Virtual Web site is a review of many concepts learned in High School Biology and some in Algebra 1. You will be using a computer graphing program in this course as well as a scientific calculator. Try to get one. If you can't, you can use an app or one that's on your computer or on the Internet. This is the end of your work for this course for your first day. You are allowed to move at your own pace (this is homeschooling), but you are intended to complete one lesson a day. Lesson 2* *Print the key terms for the first unit. Review the terms and then complete the crossword puzzle. You can click on the boxes and type in the words. You can check your puzzle by clicking on the key image. Give yourself 5 points to complete the assignment. Lesson 3 Briefly review chart types. You're going to create charts and Questions. First, install the program or decide what you will use. There is a tutorial link to learn how to use it. Go through the steps. It is suggested that you install the Chart Chart program. You may need help from your parents with this. (I could install and complete the examples myself, so it is feasible.) The instructions and the link are all on the previous page. If you have a tablet you can use: Vernier Graphic Analysis. If the GVL program doesn't work for you, you can use these: for Mac and for Chrome. However, you could use any graphics program, including Excel, or just your hand and some graphic paper. Once configured, scroll down to the a; now's Ahora.ã (linked in #2) Build the data and answer the questions without looking at the answers until you answer them. You can see the answers by highlighting them, clicking and dragging them, or double-clicking them. They're right next to the word " A s answer." Smooth 10 points to complete the day's activities. Lesson 4* Make a quick practice using different types of graphics. (Don't spend a lot of time here.) Do you recognize the different types of graphics and how they are used? Do both activities. Although you learned about the scientific method in biology and possibly other previous sciences, we're going to review it here. It will help you mentally when you complete a laboratory task and report. *Print the notebook. (source) Watch the video about the scientific method. It lasts 30 minutes. Take notes on your pages while you watch. Complete the self-evaluation that is under the video. Give a point for every blank space you're holding. Register your score of 28 (extra credit potential). Lesson 5 Try Quantitative Activity vs. Qualitative on page 2 of this PDF and the section of observations and inferences. (source) Scroll down to check your answers. What is an observation and what is a conclusion? Milk tastes sour.Observation) Sour milk must be broken. (Answer: CONCLUSION) The gas blown in the candle was a carbon dixture because the flame was turned off Conclusion) Lemon juice is an acid and sour taste. All acids should taste sour. (Answer: conclusion) The temperature of the liquid is 33 degrees Celsius. (Answer: remark) The wire is copper as it is copper in color and conducts electricity. (Answer: conclusion) When the powder was added to the water, it was ground. (Answer: remark) It must be about to rain because the sky is getting dark. (Answer: conclusion) What is the purpose of the candle wick? (Answer: fuel for the flame, holds the flame) As a candle burns, it becomes shorter. Where does the wax go? (Answer: some melts, some gas burns) Record up to 5 points. Take away a middle ground for any incorrect answers. There are ten in total. Watch this lab safety rap video. It's a bit silly but pay attention to personal protective equipment and procedures in the event of an accident. Wear gloves, goggles, and some form of mucus or apron in case of spills. I never smell directly from a container. Extend your hand over it with your nose at close range until you put on a whip ONLY if the lab requires you to wave the solution. I don't smell anything unless I tell you to. If you have something in your eye or eyes, immediately spray with water for at least 10 minutes. Get your parents' attention immediately and they can call poison control if needed. DO NOT make any laboratory assignments without adult supervision. Wear shoes and pants preferably long in case of spills. Keep your hair long pulled back. Wash your hands immediately if you get a chemical in them. Do not wear jewelry. Be careful where you have the equipment placed. Clean properly. Most of their labs will allow solutions to be washed down the drain. Keep water for at least 30 seconds to crop the sink properly. Take data during the lab. Do not wait until the lab is finished, as you can forget the data. Feel free to use the scratch paper you can thento his laboratory notebook. Note: There is a laboratory in the lesson 10. Start the collection of the materials needed for that day (rule, meter, butter of Bastille or Patio Stick, 2 cups of different sizes, Baño scale that They can weigh items at least 1 and 20 pounds, measuring cup, large book, complete two liter bottle or milk gallon, large pot or sarten). Lection 6 Learn about the scientific method. You would want to choose infinite lives because you have to play through all levels. Be sure to click to continue at the next level. Please ask the questions! Register 40 points for its completion, if it completed it. Lection 7 * Read how to write a laboratory report. * Print the scientific notation note that the guide takes. Look at the video in the scientific notation. Try taking notes and answer the questions before I respond. You must have learned this material in pre-Algebra and Algebra 1, so, hopefully, this is a good review. Check these notes if you have difficulty determining the response and responses of the video test at the end. Do not print these. They are 28 straight pages and it is just what is in the video. Complete the self-assessment and practice on page 8. Score up to 6 points for practical questions (those in the boxes). Register your score of the 6 Practic Questions. If you are having a difficult time with this section, try to work some of the problems again. You can also go to the Khan Academy and find the scientific notation sections to learn more and practice. Lection 8 ** Print the scientific measurement note take guide. See the video. Study the rules for significant figures under the video. Try the group of questions. Register your score from the group of 4 questionnaires in total. do exercise significant figures. Check the rules above the wrong answers. Look at the music video. It may be silly, but it has important information. Lesson 9 ** Print the video of metric metric conversionsstanking qua. Watch the video and take notes. See these notes for help with the questionnaire responses at the end of the video. PruA@ balo! in your own role. Check your answers. The answer key shows you how³ answer is calculated, if you have a problem. Rework any problems you've been wrong about. Please note which drives must be canceled to arrive at the correct response. Knowing what to cancel will help you figure out how³ problem should be configured. LecciA³ n 10(*) (*Complete mA© conversion problems. Check your answers. (*) Complete the³ laboratory. Write a lab report. Note that this lab may not have a conclusion³ because it is taking measurements and converting them. No physical or chemical changes are observed. Do NOT send us your lab report. Punt the laboratory of 20 points, for thoroughness and cleanliness. It must be complete and easily readable. LecciA³ n 11 Take the quiz. (questions edited from source) Add a period if it was never sent back to the beginning to restart the questionnaire. Record your score³ a total of 6. Check the unit for a longer test. Practice some of the math problems and learn about data types. Understand the ultimate science and safety of the laboratory. LecciA³ n 12(*) (*Complete the Unit 1 test. Check your answers. Tap each correct answer of 45 (possibility of 5 extra credit points). There are 50 total answers out of 30 questions. LecciA³ n 13** LecciA³ n 14 LecciA³ n 15* Check your notes. *Print the note-taking guide on the classification³ the material. Watch the video on the types of matter and take notes. Use the video notes for review³ n. See the answers to the questionnaire questions here: (answers:1. CO 2. 3. Sodium chloride. 4. Pizza. 5. Compound). Review the flowchart and today's notes to review the concepts. LecciA³ n 16 Study the flow chart and yesterday's notes and watch the video. Answer the questions. questions. Is it called when a solid is converted directly into a gas? What is the name of the variable that the scientist changes directly? What is the name of something created by two or more chemically combined elements? Answers: (sublimation, manipulated variable) Answer the questions. Use your notes if necessary. Record your score of 17. Here are several activities to practice subject classification. Do at least the first one. Keep doing the next one until you're getting them right. Take the test. If you mess up with one, it will give you a clue. Learn from this! Play the chemical mixing game. Drag the conveyor belt element to the correct category above. Place food in the right categories. Place items in the correct categories. Lesson 17* *Print the note-taking guide. Watch the Mix Separation video. Pause the video as needed and write down your observations before proceeding. This video has a lot of math problems. Please take your time and rework the ones you have problems with. Response to the end-of-video questionnaire: (density-C, magnetism-A, B-D=m/v, C-5 g/mL float-A). Make sure you understand the answers. I don't plan to complete the rest of this page on high fructose corn syrup. Feel free to complete it in your own time. Just keep in mind that chemistry is used to produce food additives, good or bad. Lesson 18* Review your notes from yesterday. *Print the first page of the lab brochure. you will follow these directions. Complete the virtual lab. Use the 25 mL graduated cylinder for all three metals. The 10 ml of the instructions is too small. Complete the chart and document (Metal 1, 2, 3 = Metal A, B, C). When you're done, you can refill your metal options the computer screen and check your answers. Start your lab report in your lab notebook. You can complete the Lesson 19 report. Lesson 19 Complete the lab report. Register your score of 20 20Study your notes so far for a Mañana exam. Lection 20 (*) Complete page 6 as a questionnaire. Answer the questions of the pictures and continue on the page. Remove half point for each track you use. Do not listen to the answers up to a € à € " à " tid respond. (Responses for the last two-standards to check here: second to last A à € à € " = mass / vol = 32/65 = 0.5

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