

## Chemistry 2<sup>nd</sup> Semester Final Review **KEY**

\*This is meant as a guide. It does NOT contain every single thing you need to know for the final exam. Review notes, benchmark review sheets, homeworks, chapter study guides, etc.\*

Bring your book to school by Monday for turn in (seniors should bring book to bookstore by themselves ASAP)

Gas Laws (Ch. 13):

*Subtopics: atmospheric pressure, Dalton's law of partial pressures, combined gas law, Ideal gas law, gas stoichiometry (22.4 L/mol for a gas at STP)*

Practice questions:

- If a gas occupies 3.8 L at a pressure of 2.71 atm, what would the pressure be if the volume changes to 1.47 L? (Temp. and amt. of gas constant)  
 $V_1 = 3.8 \text{ L}; P_1 = 2.71 \text{ atm}$   
 $V_2 = 1.47 \text{ L}; P_2 = ? \text{ Atm}$   
Since all units are standard (L, atm), we do not need to convert the units before proceeding.  
 $(P_1 V_1)/T_1 = (P_2 V_2)/T_2$   
T goes away (not mentioned in problem)  
 $P_1 V_1 = P_2 V_2$   
Isolate for  $P_2$ :  $P_2 = (P_1 V_1)/V_2$   
 $P_2 = (2.71 \text{ atm} \times 3.8 \text{ L})/(1.47 \text{ L}) = 7.0 \text{ atm}$  (L cancelled and it's 2 sig figs)
- A gas has a volume of 1.49 L at a temperature of 34.75 degrees Celsius. What would the volume be at 78.41 degrees Celsius? (pressure & amt. of gas constant)  
 $V_1 = 1.49 \text{ L}, T_1 = 34.75 \text{ degrees Celsius}$   
 $V_2 = ? \text{ L}, T_2 = 78.41 \text{ degrees Celsius}$   
We need to convert from Celsius to Kelvins before proceeding.  
 $T_1 = 34.75 + 273 = 307.75 \text{ K}$   
 $T_2 = 78.41 + 273 = 351.41 \text{ K}$   
 $(P_1 V_1)/T_1 = (P_2 V_2)/T_2$   
Get rid of P  
 $V_1/T_1 = V_2/T_2$   
Isolate  $V_2$ :  $V_2 = (V_1/T_1)T_2$   
 $V_2 = (1.49 \text{ L}/307.75 \text{ K})(351.41 \text{ K}) = 1.70 \text{ L}$
- What volume is occupied by 8.47 g of hydrogen gas at 84.7 degrees Celsius and 1.04 atm?  
The combined gas law won't work here. You only have one condition and nothing changes.  
 $PV = nRT$  will work. ( $n$  = moles and  $R$  = 0.08206 L atm/K mol)  
 $P = 1.04 \text{ atm}, V = ? \text{ L}, n = \text{OOPS we need to convert from grams to moles!}, T = 84.7 \text{ degrees Celsius} + 273 = 357.7 \text{ K}$   
 $n$ : Hydrogen gas is diatomic!  
 $8.47 \text{ g H}_2 \times (1 \text{ mol H}_2 / 2.02 \text{ g H}_2) = 4.193069307 \text{ mol H}_2$   
Isolate  $V$ :  $V = (nRT)/P = (4.193069307 \text{ mol H}_2 \times 0.08206 \text{ L atm/K mol} \times 357.7 \text{ K}) / 1.04 \text{ atm} = 118 \text{ L}$
- What volume is occupied by 56.75 g of oxygen gas at STP?

# 2nd Semester Final Exam Review Science Answer

**Cangliang Shen, Yifan Zhang**



## 2nd Semester Final Exam Review Science Answer:

*Annual Catalogue* United States Air Force Academy,1985      **Annual Catalog - United States Air Force Academy**  
United States Air Force Academy,1971      **United States Air Force Academy** United States Air Force Academy,1985

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**Social Studies for Secondary Schools** Alan J. Singer,2008-10-26 This popular text advocates an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers Based in practice and experience it offers systematic support and open honest advice for new teachers is conversational not pedantic and provides lots of examples While the structure and most of the topics remain largely the same as before this Third Edition presents new lesson ideas in every chapter especially designed to help new teachers to address learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms puts a heavier focus on what is important to know and why includes new essays on the politics of social studies education responds to opponents of project or activity based social studies instruction and multicultural education with a sharpened defense of both of these approaches throughout the book Intended as a text for undergraduate and graduate pre service social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice      **Curriculum Handbook with General Information Concerning ... for the United States Air Force Academy** United States Air Force

Academy,1991      *OECD Reviews of Evaluation and Assessment in Education: Student Assessment in Turkey* Kitchen Hannah,Bethell George,Fordham Elizabeth,Henderson Kirsteen,Li Richard Ruochen,2019-09-09 Turkey s education system stands out internationally as a success story In recent decades participation has been vastly expanded becoming universal at lower levels of schooling and outperforming other middle income countries in upper secondary education However the education system is also marked by disparities with only around half of 15 year olds acquiring the essential competencies they need for life and work      Life Science: Origins & Scientific Theory Parent Lesson Plan ,2013-08-01 How to use this lesson planner This course is intended to help a student assess information about evolution and creation and based on the information provided for each form his or her own understanding of this issue The author spent 30 years in a challenge to prove evolution yet the more he learned the more the truth of God s Word became apparent in the evidence and interviews he found while travelling the world speaking to scholars museum officials and viewing artifacts While originally designed for classroom use this course represents substantial value and flexibility for those who choose to home educate The content and organization of the teacher manual means that this course can be used by more than one student at a time or even multiple times for a single student without reusing course testing materials Chapter Objectives These are presented in a way that is perfect for students to answer in a notebook having students copy the question and then answer in the notebook is even more helpful by putting the question and answer in proximity and context These notes in combination with the chapter tests are excellent resources for preparing for sectional tests if given or a final exam at the end Chapter objective can be shared with a student or students and then kept in a binder for future use if needed Students are also encouraged to keep these questions and answers for pre test studying Chapter Exams For each chapter an A B and C test is provided in the teacher s manual Here is how you can extend your use of this material Option 1 You can follow the instructions in the book which are designed for one student Or you can modify one of the following options for your student and still have enough course materials to use the course multiple times Option 2 You could have up to three students taking the course at the same time with each student having different tests if you assign each Test A to one student Test B to another and Test C to a third This insures each student has a different test and educators can better assess each student s individual understanding of the material at each point Alternate sectional and final exams are included in this manual for your convenience Option 3 Adjust the testing and materials to your educational program For example each chapter test could be used as additional worksheet material for one or more students with only the included sectional exams to be administered Or even just use a final exam for testing comprehension of material if you wish to assign several essays project or a term paper based on individual questions of your choice from the exams and objectives or based on a chapter topic This option would allow for additional writing and research opportunities and for some students while engaging them more fully in comprehension and application of knowledge for this educational material Sectional Exams If used for a single student a combination of B tests from the teacher s manual form

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of food microbiology Students will be able to familiarize themselves with the techniques used to research regulate prevent and control the microorganisms in food and understand the function of beneficial microorganism during food manufacturing process The second edition add 5 new chapters including Chapter 10 Thermal inactivation of *Escherichia coli* O157 H7 in mechanically tenderized beef steaks and color measurements Chapter 11 Evaluate antimicrobial activity of chlorine water on apples and measurement of free chlorine concentrations Chapter 12 Evaluate cross contamination of *Salmonella* on tomatoes in wash water using most probable number MPN technique Chapter 15 DNA extraction and purity determination of foodborne pathogens and Chapter 16 Practice of multiplex PCR to identify bacteria in bacterial solutions It also includes new lab work flowcharts for Gram staining and endospore staining technology in Chapter 1 pour plating and spread plating in Chapter 3 Enterotube II in Chapter 9 and Kirby Beau test procedure in Chapter 20 It includes a new sample of syllabus with the hybrid teaching of both lecture and lab sections in one course which will assist junior faculty instructors to develop similar lecture and lab courses

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web hubungan antara disiplin kerja kepuasan kerja motivasi kerja dan kinerja karyawan dan ditemukan hasil dimana dalam penelitian ini bahwa disiplin kerja berpengaruh signifikan terhadap kinerja karyawan sebagaimana kepuasan kerja sebagai mediasi nya

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