17929302345 7793181450 69434740347 32761128.740741 46550113.9 135092339920 47973154 8197242.1354167 22897035.6 18474495.018868 39051897.6 44896057505 96585108668 81045555.75 15857373.292929 10498967.22973 43340287638 11971478.702703 4087572162 17311292.646154 12367588.385417 34116834420 72401506871 2573720.8658537 15176510.886598 55344213105 30938933784 26507705.493506 12883002408 13151371.04878 18787647890 3504724 56192431.833333 20362735383 24133075.075

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Balancing Act Name ______________________

Atoms are not ____________ or ___________ during a chemical reaction. Scientists know that there must be the _________ number of atoms on each _________ of the ___________. To balance the chemical equation, you must add _____________ in front of the chemical formulas in the equation. You cannot ______ or _________ subscripts!

1) Determine number of atoms for each element.
2) Pick an element that is not equal on both sides of the equation.
3) Add a coefficient in front of the formula with that element and adjust your counts.
4) Continue adding coefficients to get the same number of atoms of each element on each side.

☐ Mg + ☐ O_2 → ☐ MgO

Mg = Mg =

O = O =

Try these:

☐ Ca + ☐ O_2 → ☐ CaO

Ca = Ca =

O = O =

☐ N_2 + ☐ H_2 → ☐ NH_3

N = N =

H = H =

☐ Cu_2O + ☐ C → ☐ Cu + ☐ CO_2

Cu = Cu =

O = O =

C = C =

☐ H_2O_2 → ☐ H_2O + ☐ O_2

H = H =

O = O =

T. Trimpe 2006 http://sciencespot.net/

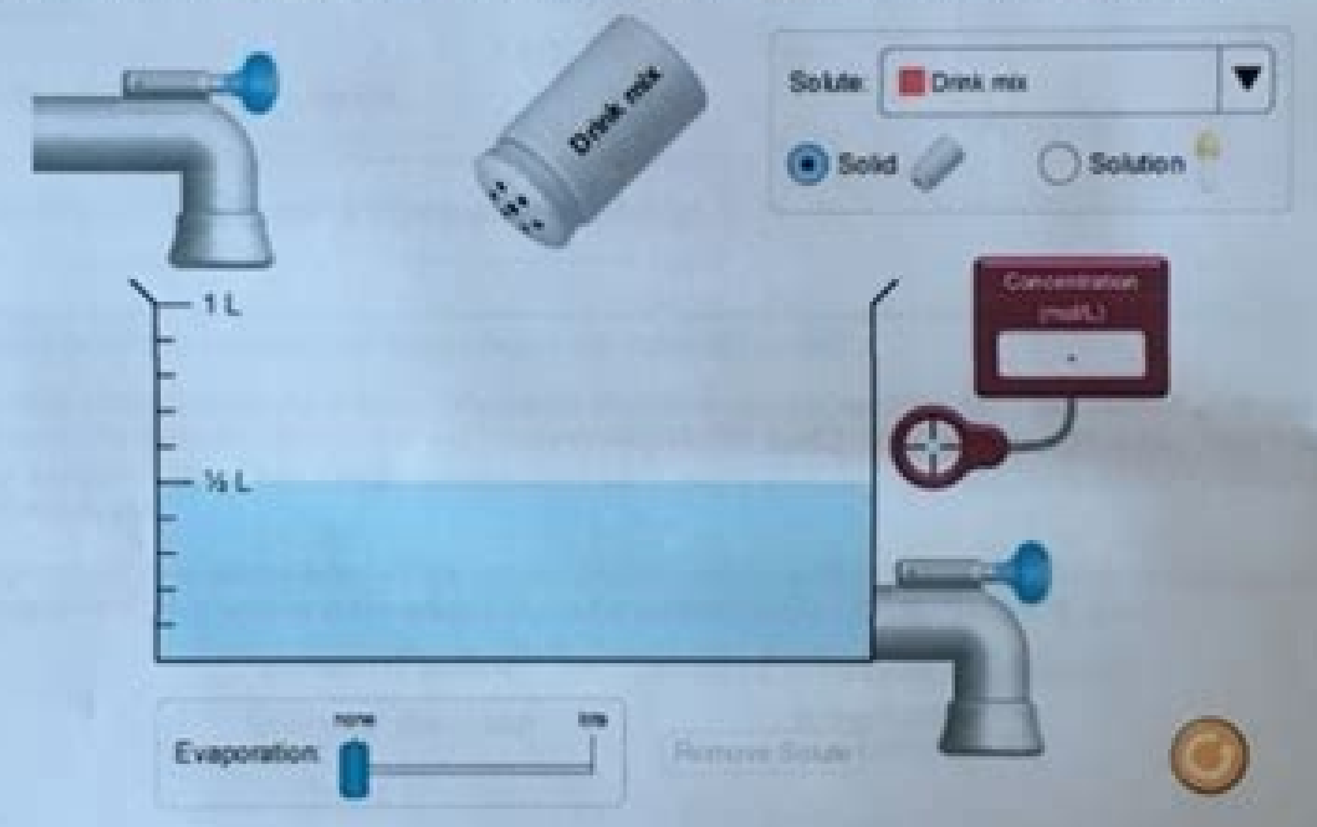
± PhET Simulation - Concentration

Solutions consist of a solute dissolved into a solvent, e.g., a salt dissolved in water. There is often a need to quantify how much solute is present per unit solution volume. Concentration is most commonly expressed in terms of molarity (as molar or M), which is the number of moles (mol) per liter (L) of solution. A one molar solution can be expressed as follows:

$$1\ \mathrm{M} = \frac{1\ \mathrm{mol}}{1\ \mathrm{L}} \text{ or } 1\ \frac{\mathrm{mol}}{\mathrm{L}}$$

Every solute is limited in how much of can be dissolved into solution at a given temperature and pressure. These limitations exist because of the nature of dissolution, which involves the interaction between solute and solvent molecules. The point at which no more solute can be dissolved into solution is called the "saturation point", and the concentration at which it occurs is considered the compound's solubility. If too much solute is added to a solution, the concentration must be diluted by adding more solvent, or the saturation point must be raised by appropriately adjusting the temperature and sometimes the pH. A solution can be considered "dilute" when the concentration is less than half of the saturation point for the conditions, but dilute is a qualitative description that has no fixed definition.

Click on the image below to explore this simulation, which shows how concentration is affected by various processes. When you click the simulation link, you may be asked whether to run, open, or save the file. Choose to run or open it.



When the simulation is opened, you will see a container filled to $\frac{1}{2}$ L with water. You can select a solute using the **Solute** dropdown menu, and add it as a solid or concentration solution (using the respective radio buttons). The **Concentration** meter can be dragged (both the display and the sensor) to anywhere in the simulation, but the sensor must be submerged in the mixture to read the concentration. You can also add water and remove the mixture using the respective taps and evaporate the mixture using the **Evaporation** scale bar.

Part A

Use the PhET simulation to identify what happens to the concentrations of a dilute **Drink mix** mixture or a pure **Drink mix** solution for the following scenarios. A pure **Drink mix** solution can be obtained by draining all the mixture, then adding **Drink mix** to the container as a **Solution** (radio button in the upper right area of the simulation). Note that the **Concentration** meter can be placed toward the bottom of the container or in the stream of the **Drink mix**.

Introduction to Acids & Bases: A WebQuest

1. http://www.visionlearning.com/library/module_viewer.php?c3=&mid=58&l=

The word acid comes from the Latin word *Acere* meaning *sour*.
Boyle stated that acids taste *sour*, are corrosive to *metals*, change the color of litmus to *red*, and become less acidic when mixed with *bases*.
He described bases as feeling *slippery*, changing litmus to the color *blue*, and becoming less basic when mixed with an *acid*.

About 200 years later, Arrhenius proposed that water can dissolve many compounds by separating them into their individual *ions*. He suggested that acids contain *hydrogen* and can dissolve in water to release *hydrogen ions*.
Bases dissolve in water to release *hydroxide* ions into the solution.

2. http://www.chem4kids.com/files/react_acidbase.html

Every liquid has *acidic* or *basic* traits. One exception might be *water*. It is just water. However, the *positive* ions and *negative* ions cancel each other out.

3. http://chemistry.about.com/od/acidsbases/a/acidbaseformula.htm

Give the formula for the following acids:
Hydrofluoric Acid-HF
Hydrochloric Acid-HCI
Hydrosulfuric Acid-HBr
Nitric Acid-HNO_3
Sulfuric Acid-H_2SO_3
Acetic Acid-$HC_2H_3O_2$
Boric Acid-H_3BO_3

Give the formula for the following bases:
Sodium Hydroxide-NaOH
Potassium Hydroxide-KOH
Calcium Hydroxide-$CA(OH)_2$
Iron (II) Hydroxide-$FE(OH)_3$

4. http://chemistry.about.com/od/acidsbases/a/acidsbasesterms.htm

Scroll down to Properties of Acids.

Complete the following sentences for **Acids**
- Tastes *sour*
- Changes litmus from blue to *red*.
- Solutions are electrolytes (conduct electricity).
- React with bases to form *salt* + *water*. **Neutralization**

PhET Collision Lab

Directions: Go to the website http://phet.colorado.edu/en/simulation/collision-lab

Make sure the 1-d box is checked.

Part 1

Scenario #1:
Elastic collision between balls of *equal mass*

- Make a hypothesis about initial and final momentums *before* playing with the sim.
- Make a data table for the following: mass, velocity and momentum of each ball before and after.
- What is the relationship between the initial and final *total* momentums?
- Describe the motion of the balls before and after the collision?

Scenario #2:
Elastic collision between balls of *unequal mass.*

- Make a hypothesis about initial and final momentums *before* playing with the sim.
- Make a data table for the following: mass, velocity and momentum of each ball before and after.
- What is the relationship between the initial and final *total* momentums?
- Describe the motion of the balls before and after the collision?

Part 2

Create 3 more distinct scenarios in 1-d including one totally *inelastic* collision. Make a hypothesis whether or not each will follow conservation of momentum. Collect some data and prove or disprove your hypothesis.

Summary: Describe the main ideas learned in this activity regarding initial and final total momentum in 1-d collisions.

Circuit simulation lab answer key.

It is true that we hope there is no future development, but the package looks very complete and, with the ability to import models, will be very useful for a long time. K. Davis University Auburn Polapradada Raju Auburn University Virginia Davis Auburn University Summary: Nanotechnology is becoming, and more information for free movie notes in PDF ebook download: For film notes, download or read Online and -book Graphic organizer for film notes in PDF format of the best user User Database Guide. Sugar and salt simulation package of phet pdf solutions and free ebook download -book: sugar and salt solutions Electromagnetic spectrum response key in PDF format of the best section of the user guide database:. You get a beautiful colorful chart that tells you how close you are to smoke or, if you have some red bars, which parts will smoke. We don't know the circumstances of the Spectrum closure, but we hope it was for something great. 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