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CP PHYSICS
VELOCITY AND ACCELERATION REVIEW   Answer Key

1. What three components do all good graphs have?
   1. Title (usually y-axis label vs. x-axis label)
   2. Labeled axes with units
   3. Regular intervals for the scales on each axis

2. Define each of the following terms. State whether they are scalar or vector quantities.
   a. distance: scalar, how far an object travels
   b. displacement: vector, how far an object is from a reference point (starting point)
   c. speed: scalar, how fast an object moves
   d. velocity: vector, the speed and direction of an object that is moving
   e. acceleration: vector, how fast an object's velocity changes

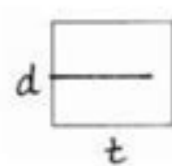3. Identify the following variables and give their units:
   d = displacement, m v = velocity, m/s
   t = time, s a = acceleration, m/s^2
   v_o = initial velocity, m/s v_f = final velocity, m/s

4. A woman drives 10 miles to work. She returns home for lunch and then drives back to the office after lunch. What is her total displacement from home? What is the total distance she drove?
   Total displacement = 10 miles (from a reference point – home)
   Total distance = 30 miles (10 mi to work, 10 mi to home, 10 mi to work)

5. When does an object experience acceleration?
   An object only experiences acceleration when it changes speed, changes its direction, or changes both speed and direction.

6. If a car travels around a circular track at 22 km/h, is the car's motion described as uniform or accelerated? Explain!
   Its motion is described as accelerated since it is always changing direction even if it maintains a constant speed of 22 km/h.

7. If an object is said to have uniform motion, then what does one know about its velocity? about its acceleration?
   An object with uniform motion has a constant velocity. It has no acceleration since constant velocity means the object's speed and direction remain the same.

8. Draw all motion graphs that represent no motion or zero velocity.

PhET
INTERACTIVE SIMULATIONS
University of Colorado Boulder

BALANCING CHEMICAL EQUATIONS

Load the simulation *Balancing Chemical Equations*
http://phet.colorado.edu/en/simulation/balancing-chemical-equations

CRITICAL THINKING QUESTIONS

1. Explore the *Balancing Chemical Equations* simulation. Discuss with your group what you find.
   a) What are the different ways that the simulation indicates when an equation is balanced (look in the bottom left corner of the simulation to see the options)?

2. For each **balanced** reaction, indicate the total number of <u>molecules</u> in the table below. You will have to try to balance each of the equations.

Reaction	Total Number of Molecules	
	Reactant Side (Left)	Product Side (Right)
Make Ammonia		
Separate Water		
Combust Methane		

3. Is the number of total <u>molecules</u> on the left side of a balanced equation always equal to the number of total <u>molecules</u> on the right side of the equation? Explain your answer.

4. For each balanced reaction, indicate the total number of <u>atoms</u> in the table below.

Reaction	Total Number of Atoms	
	Reactant Side (Left)	Product Side (Right)
Make Ammonia		
Separate Water		
Combust Methane		

5. Is the number of total atoms on the left side of a balanced equation always equal to the number of total atoms on the right side of the equation?

6. What is the same on the left and right side of a balanced equation? Explain your answer.

7. As a group, play level 1 of the balancing equation game. Write down the strategies your group uses to balance chemical equations.

BALANCING CHEMICAL EQUATIONS   1

Name _____   Date: _____
Formal versus Informal English Worksheet (WAJ4)

Formal English is used most often when you do not know a person or are meeting them for the first time. You pronounce words more carefully and don't use as many contractions such as aren't, isn't, wasn't. You may want to know formal English to read a book, write a letter, resume, or invitation.

Informal English is used in everyday conversations and in personal writing such as letters, emails, or texts. Sentences tend to be simpler and shorter. Examples may include; hey, wassup, howdy, hella, cool, awesome...

Directions: Read each sentence and label it formal or informal.

Example A: Let us go to the park today to throw our Frisbee.
Answer: Formal

1. Can you pass the potatoes please? _____
2. I am having a very good day today _____
3. Yo, look at that zebra in the cage! _____
4. Your hair looks very nice today _____
5. That movie was awesome! _____
6. Dude, where's my car? _____
7. Are you going to the rehearsal dinner tonight? _____
8. I haven't eaten a thing for awhile _____
9. Hello, if you hear me! _____
10. Good morning, my name is John _____
11. Mornin' sir, nice to see ya _____

Snoring Beauty
by Bruce Hale

1. According to the selection, which event happens first?
   a. The king and queen threw a wingding.
   b. The king and queen had a baby girl.
   c. The baby was blessed.

2. According to the selection, what will happen because of Beebo the fairy's curse?

   Beebo said when the princess turns 16 she will be run over by a pie wagon and die.

   Note: Tintinnitus, not Beebo, changed the curse so when the princess turns 16 she will be run over and will turn into a sleeping dragon and be awakened by a quince.

3. According to the selection, what three things happ

   1) The dragon's eyes popped open.
   2) The dragon turned back into Marge the princess.
   3) Prince Quince and Princess Marge got married.
   4) Marge's snoring kept Prince Quince awake.
   5) Marge and Quince lived happily and noisily ever after.

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Stoichiometry

Lecture Examples Answer Key

Ex. 1 Balance the following chemical equations:

$$3\ NaBr + 1\ H_3PO_4 \rightarrow 3\ HBr + 1\ Na_3PO_4$$

$$2\ C_3H_5N_3O_9 \rightarrow 6\ CO_2 + 3\ N_2 + 5\ H_2O + 9\ O_2$$

$$2\ Ca(OH)_2 + 2\ SO_2 + 1\ O_2 \rightarrow 2\ H_2O + 2\ CaSO_4$$

Ex. 2 Write a balanced chemical reaction for the combustion of octane, $C_8H_{18(l)}$, in air.

$$2\ C_8H_{18(l)} + 25\ O_{2(g)} \rightarrow 18\ H_2O_{(l)} + 16\ CO_{2(g)}$$

Ex. 3 Write the balanced chemical equation for the combination of the metallic element calcium with the nonmetallic element oxygen, O_2.

$$2\ Ca_{(s)} + O_{2(g)} \rightarrow 2\ CaO_{(s)}$$

Ex. 4 Calculate the molecular weight of

(a) N_2O_5 **MW = 108.0104 g mol⁻¹**

(b) $Ca(C_2H_3O_2)_2$ **MW = 158.167 g mol⁻¹**

(c) $[K_3(UO_2)_2(VO_4)_2]\cdot3H_2O]$ **MW = 902.1758 g mol⁻¹**

Ex. 5 Calculate the percentage by mass of oxygen in 4a and 4b above.

(a) $[(5 \times 15.9994\ \text{g mol}^{-1}) / 108.0104\ \text{g mol}^{-1}] \times 100\% =$ **74.0642%**

(b) $[(4 \times 15.9994\ \text{g mol}^{-1}) / 158.167\ \text{g mol}^{-1}] \times 100\% =$ **40.4620%**

Ex. 6 (a) Calculate the number of O atoms in 0.470 mol of $C_6H_{12}O_6$.

\# O atoms = $(0.470\ \text{mol } C_6H_{12}O_6)(6.022 \times 10^{23}\ \text{molecules/1 mol})(6\ \text{O atoms / 1 molecule})$

= 1.70×10^{24} **O atoms**

(b) Calculate the total number of ions in 38.1 g of CaF_2.

\# ions = $(38.1\ \text{g } CaF_2)(1\ \text{mol / 78.075 g})(6.022 \times 10^{23}\ \text{molecules/1 mol})(3\ \text{ions / 1 molecule})$

= 8.82×10^{23} **ions**

Ex. 7 (a) What is the mass in grams of 1 mol of glucose, $C_6H_{12}O_6$?

mass = $(1\ \text{mol})(180.1572\ \text{g/1 mol}) =$ **180.1572 g**

(b) What is the mass in grams of 3.52 mol of chromium(III) sulfate decahydrate?

necessary = 1000 x 0.40 = 400 cm3 - also good being able to dilute 'calculations in section 14.3 Dilution of Top Top Page and Sub-Index (II) (II) Concentration TERMS OF SOLUTE BLACK BY UNIT VOLUME OF SOLUTION A SUMMARY OF HOW TO MAKE BOTTING COLLECTIONS OF MOLARITY AND REARRANCE OF THE FUNRMULA OF MOLARITY FOR MOST ANALYNATIC AND COLLECTION PURPOSES CONCENTRATION From an aqueous the solution is generally expressed in terms of substance soft moles dissolved by decimetre stable of the solution (trinion of the shape of the mole to the right reminder). A low resistant solution of a case indicates that it is a weak one and only ionizes a few % to give hydrogen. Suppose the plate weighing 95.6g. See the dilution boards in section 14.3 Dilution of solutions on top of the pamga and sub-power (e) self-assessment tests Molarity: Type Response Tests on Molarity ¢ £ â ãtiplaxes Mother Options on the type of molarity in holding response-ownership (good review for notable students) See Also advanced level gce-a2-alcali-alcali the issues of the above title cash. ESCG ESCG aicnªÃic ad aicnªÃic ad seµÂ§Âacificepse san adasu Doing molarities, and I usually used these values in my exemplary boards to cover most syllabuses what Next? Mass H2 = 2, 3 â · 2 x 6.02 x 1023 = 9.03 x 1023 Mollets (C) 1.2 · 24000 x 6.02 x 1023 = 3.01 x 1019 MOLAS (D) f. Concentration can be expressed in several ways. Note: 1dm3 = 1 liter = 1000ml = 1000 cm3, therefore, divide cm3/1000 dm3, which is to know, since most volume laboratory appliances are calibrated in cm3 (or ml) but the concentration of solutions are usually cited in molarity, ie mol/dm3 (mol/liter). However, many substances such as salts are very solid in the water and a merely a mere evaporation of evaporation which is described below for example for a thermally stated salt as chloride of healthy. (a) Concentration = 0.500/2.00 = 0.250 g/dm3, then from 1dm3 = 1000 cm3 (b) concentration = 0.250/1000 = 0.00025 g/cm3 (or 0.500/2000) (c) Pasta: ca = 40, s = 32, o = 64, mass fan. CASE CONCENTION Case4 = 0.00368 / 2 = 0.00184 mol / DM3 - Spring Call Example 11.7 £ o 14.3 Dilution of solutions are more questions involving molarity in section 12. (2) Molarity x Solute fanmula = solute concentration in g/dm3 This is sometimes referred to as mass concentration, and dividing it into 1000 gives concentration into g/cm3, and (3) concentration in g/dm3/ Father mass = molarity in mol/dm3 Both equations (2) and (3) result from equations (1) and (4), strive to oneself. A Beaker is placed on the equilibrium and noticed reading (ignore the noºMeros in the diagram).

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