

# Chemistry Semester 2 Final Exam Study Guide

Name \_\_\_\_\_

- ✓ The final exam will be all multiple-choice. Come prepared with a pencil.
- ✓ Do not bring electronic devices to the exam (**other than a calculator**). This includes cell phones and mp3 players. If I see them I will take them.
- ✓ There will be no rest room passes until you are done with the test.
- ✓ I will provide a formula sheet (identical to one attached to this study guide) and a laminated periodic table.
- ✓ This study guide will be extra credit toward your final exam grade.
- ✓ **BRING A PENCIL AND A CALCULATOR!!!** Don't come to my final without these.
- ✓ The Chemistry Final Exam will count for 15% of your final semester grade. The exam will cover material from second semester. Some questions will require you to know material from first semester. Complete this review sheet on a separate sheet of paper. This review sheet covers all of the questions you will answer on the final exam, but be prepared to apply the knowledge on this study guide to other questions.

"Success is a state of mind. If you want success, start thinking of yourself as a success."

- ✓ Keys to success:
  - Complete this study guide.
  - Don't wait until Monday or Tuesday before finals to get help.
  - Start studying early. Remember, you have all summer to relax.
  - Be prepared.

Final exam topics:

1. Chemical Reactions + Balancing
2. The Mole + Stoichiometry
3. Aqueous solutions and Solubility
4. The Behavior of Gases
5. Acids and Bases

## Final Exam Schedule

Find your class period and time. DO NOT be late. You will not be compensated for time you are late and your name will be turned into the office. There is NO excuse to miss the final exam.

### Thursday, May 27

8:10-9:40	Period 3
9:50-11:20	Period 4
11:20-12:15	Lunch
12:20-1:50	Period 5
2:00-3:30	Period 7

### Friday, May 28

8:10-9:40	Period 1
9:50-11:20	Period 2
11:20-12:15	Lunch
12:20-1:50	Period 6
2:00-3:30	Period 8 Make ups

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**Kaplan**



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**Curriculum Handbook with General Information Concerning ... for the United States Air Force Academy** United States Air Force Academy, 2003 Cliffs TASP Preparation Guide Jerry Bobrow, 2007-08-13 The CliffsTestPrep series offers full length practice exams that simulate the real tests proven test taking strategies to increase your chances at doing well and thorough review exercises to help fill in any knowledge gaps Cliffs TASP Preparation Guide can help you get ready for the Texas Academic Skills Program Since the TASP requires you to use some basic skills you may not have used recently thorough preparation is the key to doing your best This guide developed by test preparation experts and instructors contains materials techniques and strategies for taking the TASP that have been carefully researched and tested and are currently used in college and teachers association preparation programs throughout the country In this guide you ll find Two full length practice tests An overview of the different sections of the test Sample questions and English review and a writing sample Answers and complete explanations of all questions on the practice tests The TASP measures your abilities in three areas reading mathematics and writing This book will help you understand the different types of questions that appear in each section of the test giving you clear explanations of the directions as well as plenty of sample questions to help sharpen your test taking skills With guidance from the CliffsTestPrep series you ll feel at home in any standardized test environment

**Organic Chemistry II For Dummies** John T. Moore, Richard H. Langley, 2023-02-01 With Dummies at your side you can conquer O chem Organic chemistry is well tough With Organic Chemistry II For Dummies you can and will succeed at one of the most difficult college courses you ll encounter We make the subject less daunting in the second semester with a helpful review of what you learned in Organic Chemistry I clear descriptions of organic reactions hints for working with synthesis and roadmaps and beyond You ll love the straightforward effective way we explain advanced O chem material This updated edition is packed with new practice problems fresh

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**Teaching Innovation in University Education: Case Studies and Main Practices** Saura, Jose Ramon,2022-06-17 In the last decade the development of new technologies has made innovation a fundamental pillar of education Teaching innovation includes the evolution of both teaching and learning models to drive improvements in educational methodologies Teaching innovation is a pioneer in the understanding and comprehension of the different teaching methodologies and models developed in the academic area Teaching innovation is a process that seeks validation in the academic and teaching communities at universities in order to promote the improvement and its practices and uses in the future characterized by digital development and data based methods Teaching Innovation in University Education Case Studies and Main Practices features the major practices and case studies of teaching innovation developed in recent years at universities It is a source on study cases focused on teaching innovation methodologies as well as on the identification of new technologies that will help the development of initiatives and practices focused on teaching innovation at higher education institutions Covering topics such as didactic strategics service learning and technology based gamification this premier reference source is an indispensable resource for pre service teachers lecturers students faculty administrators libraries entrepreneurs researchers and academicians *Directory of Distance Learning Opportunities* Modoc Press, Inc.,2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation

**Teach Students How to Learn** Saundra 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 Saundra 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 Saundra 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

**Official Report, of the Student Curriculum Evaluation Committee,**

**1968-1969** University of Virginia. College of Arts and Sciences. Student Curriculum Evaluation Committee,1969

**Teaching General Chemistry** Mansoor Niaz,2008 The main objective of this monograph is to incorporate history and philosophy of science in the chemistry curriculum in order to provide students an overview of the dynamics of scientific research which involves controversies conflicts and rivalries among scientists that is the humanising aspects of science A major thesis of this book is the parallel between the construction of knowledge by the students and the scientists In looking for this relationship it is not necessary that ontogeny recapitulate phylogeny but rather to establish that students can face similar difficulties in conceptualising problems as those faced by the scientists in the past Given the vast amount of literature

on students alternative conceptions misconceptions in science it is plausible to suggest that these can be considered not as mistakes but rather as tentative models leading to greater conceptual understanding Just as scientists resist changes in the hard core of their beliefs by offering auxiliary hypotheses students may adopt similar strategies Conceptual change in science education can thus be conceptualised as building of tentative models that provide greater explanatory power to students understanding

*Who's the New Kid in Chemistry?* John D. Butler, 2013-12-12 *Who's the New Kid in Chemistry* offers an unprecedented look at student engagement and teacher best practices through the eyes of an educational researcher enrolled as a public high school student Over the course of seventy nine consecutive days John D Butler participates in and observes Rhode Island 2013 Teacher of the Year Jessica M Waters's high school chemistry class documenting his experiences as they unfold *Who's the New Kid in Chemistry* is a compelling example of what can be accomplished when an educational researcher and teacher collaborate in the classroom This work includes a discussion on flexible homework assignments data driven instruction and thirty teacher best practices This book is an invaluable resource for teachers across all content areas masters and doctoral research method classes and future Teachers of the Year

**Whole-class Inquiry** Dennis W. Smithenry, Joan Gallager-Bolos, 2009 In response to requests from science education professionals this is the perfect vehicle for implementing and assessing this concept of whole class inquiry in your classroom This is a must have package for preservice and inservice middle and high school science teachers

**United States Air Force Academy** United States Air Force Academy, **Digital Learning and Teaching in Chemistry** Yehudit Dori, Courtney Ngai, Gabriela Szteinberg, 2023-07-12 Education is always evolving and most recently has shifted to increased online or remote learning *Digital Learning and Teaching in Chemistry* compiles the established and emerging trends in this field specifically within the context of learning and teaching in chemistry This book shares insights about five major themes best practices for teaching and learning digitally digital learning platforms virtual visualisation and laboratory to promote learning in science digital assessment and building communities of learners and educators The authors are chemistry instructors and researchers from nine countries contributing an international perspective on digital learning and teaching in chemistry While the chapters in this book span a wide variety of topics as a whole they focus on using technology and digital platforms as a method for supporting inclusive and meaningful learning The best practices and recommendations shared by the authors are highly relevant for modern chemistry education as teaching and learning through digital methods is likely to persist Furthermore teaching chemistry digitally has the potential to bring greater equity to the field of chemistry education in terms of who has access to quality learning and this book will contribute to that goal This book will be essential reading for those working in chemical education and teaching Yehudit Judy Dori is internationally recognised formerly Dean of the Faculty of Education of Science and Technology at the Technion Israel Institute of Technology and won the 2020 NARST Distinguished Contributions to Science Education through Research Award DCRA for her exceptional research contributions Courtney Ngai and Gabriela

Szteinberg are passionate researchers and practitioners in the education field Courtney Ngai is the Associate Director of the Office of Undergraduate Research and Artistry at Colorado State University Gabriela Szteinberg serves as Assistant Dean and Academic Coordinator for the College of Arts and Sciences at Washington University in St Louis *The National Guide to Educational Credit for Training Programs* American Council on Education, 2005 Highlights over 6 000 educational programs offered by business labor unions schools training suppliers professional and voluntary associations and government agencies

**Specifications Grading 2.0** Linda B. Nilson, Joseph A. Packowski, 2025-09-15 This second edition of the alternative grading classic revisits specs grading with a robust body of research exemplars and strategies to elevate the quality of student work increase engagement and buy in reduce faculty stress and cultivate students career competencies Nilson and Packowski present the unique characteristics of the specs grading schema all of which simplify faculty decision making reduce antagonism between the evaluator and the evaluated and increase student receptivity to meaningful feedback thus facilitating a mutually beneficial rigorous learning process Used consistently over time specs grading can restore credibility to grades by demonstrating and making transparent to all stakeholders the learning outcomes that students achieve This book features five new chapters stemming from firsthand accounts of dozens of instructors actively using specs grading and new material in six of the remaining eight chapters It lays out the surprisingly simple transition process positioning specs grading as the most viable and easy to use system available to faculty

**Advances in Medical Education** A.J.J.A. Scherpbier, Cees P.M. van der Vleuten, J.J. Rethans, A.F.W. van der Steeg, 2012-12-06 About 550 registrants from 51 different countries attended the Seventh Ottawa Conference on Medical Education and Assessment in Maastricht We received 525 abstracts for the conference divided in thematic poster sessions and platform presentations Organising the conference was an honour and we tried to meet the high standards of a friendly and relaxed atmosphere which has characterized previous Ottawa conferences During and after the conference about 250 papers were submitted for publication in the conference proceedings leaving us little time for a post conference depression Despite the large number of papers the editors have attempted to review and edit the papers as care fully as possible Occasionally however correspondence exceeded reasonable deadlines preventing careful editing of a small number of the papers Although we felt that our editorial task was not quite finished we nevertheless decided to include these papers We thank the many authors for their enthusiastic and prompt response to occasionally tedious editorial suggestions and requests We are sure that this collective effort has resulted in a book that will make an important contribution to the field of medical education The editors want to thank Jocelyn Flippo Berger whose expertise with desk top publishing and perseverance was a great help

**Resources in Education** ,1998 **MCAT 2015: What the Test Change Means for You Now** Kaplan, 2014-08-05 Big changes are coming to the MCAT in 2015 and Kaplan is here to help you prepare for them With four brand new sections 80% more questions and the addition of new science content including biochemistry psychology and sociology the 2015 MCAT will be a

completely different test In order to be prepared you need to understand the exam and start planning for it now and this guide is the first step MCAT 2015 What the Test Change Means for You Now is your complete guide to the new exam with outlines of both old and new subject areas a short form practice test to help you get ready and advice on choosing and prepping for the MCAT that s right for you     The Hidden Curriculum—Faculty-Made Tests in Science Sheila Tobias,Jacqueline Raphael,2013-06-29 This resource manual for college level science instructors reevaluates the role of testing in their curricula and describes innovative techniques pioneered by other teachers part I examines the effects of the following on lower division courses changes in exam content format and environment revisions in grading practices student response colleague reaction the sharing of new practices with other interested professionals and more The book includes a comprehensive introduction faculty composed narratives commentaries by well known science educators and a visual index to 100 more refined innovations



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