

## 12

## STOICHIOMETRY

## Practice Problems

In your notebook, solve the following problems.

## SECTION 12.1 THE ARITHMETIC OF EQUATIONS

Use the 3-step problem-solving approach you learned in Chapter 1.

1. An apple pie needs 10 large apples, 2 cups (top and bottom), and 1 tablespoon of cinnamon. Write a balanced equation that fits this situation. How many apples are needed to make 20 pies?
2. Two moles of potassium chloride and three moles of oxygen are produced from the decomposition of two moles of potassium chlorate,  $2\text{KClO}_3(s)$ . Write the balanced equation. How many moles of oxygen are produced from 12 moles of potassium chlorate?
3. Using the equation from problem 2, how many moles of oxygen are produced from 14 moles of potassium chlorate?
4. Two molecules of hydrogen react with one molecule of oxygen to produce two molecules of water. How many molecules of water are produced from  $3.8 \times 10^{23}$  molecules of oxygen? How many moles of water are produced from 22.5 moles of oxygen?

## SECTION 12.2 CHEMICAL CALCULATIONS

1. Calculate the number of moles of hydrogen chloride produced from 10 moles of hydrogen.



2. Calculate the number of moles of chlorine needed to form 14 moles of iron(II) chloride.



3. Calculate the number of grams of nitrogen dioxide that are produced from 4 moles of nitric oxide.



4. Calculate the mass of oxygen produced from the decomposition of 75.0 g of potassium chlorate.



5. Calculate the mass of silver needed to react with chlorine to produce 94 g of silver chloride. Write a balanced equation first.

6. How many liters of carbon monoxide at STP are needed to react with 4.00 g of oxygen gas to produce carbon dioxide?



7. Calculate the number of liters of oxygen gas needed to produce 15.0 liters of dinitrogen monoxide. Assume all gases are at the same conditions of temperature and pressure.



# Core Teaching Resources Chemistry Answers Chapter 6 3

**Holt Rinehart & Winston, Holt,  
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*Resources in Education* ,2000-04      Resources for Teaching Middle School Science Smithsonian Institution,National Academy of Engineering,National Science Resources Center of the National Academy of Sciences,Institute of Medicine,1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents      **Chapter Resource 11 Gene Technology**

**Biology** Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2004      *Resources in Education* ,1995      **Chemical Pedagogy** Keith S Taber,2024-12-20 How should chemistry be taught in schools colleges and universities Chemical Pedagogy discusses teaching approaches and techniques the reasoning behind them and the evidence for their effectiveness The book surveys a wide range of different pedagogic strategies and tactics that have been recommended to better engage

learners and provide more effective chemistry teaching These accounts are supported by an initial introduction to some key ideas and debates about pedagogy the science of teaching Chemical Pedagogy discusses how teaching innovations can be tested to inform research based practice Through this book the author explores the challenges of carrying out valid experimental studies in education and the impediments to generalising study results to diverse teaching and learning contexts As a result the author highlights both the need to read published studies critically and the value of teachers and lecturers testing out recommended innovations in their own classrooms Chemical Pedagogy introduces core principles from research into human cognition and learning to provide a theoretical perspective on how to best teach for engagement and understanding An examination of some of the more contentious debates about pedagogy leads to the advice to seek optimally guided instruction which balances the challenge offered to learners with the level of support provided This provides a framework for discussing a wide range of teaching approaches and techniques that have been recommended to those teaching chemistry across educational levels including both those intended to replace teaching from the front and others that can be built into traditional lecture courses to enhance the learning experience

**Chapter Resource 2 Chemistry of Life Biology** Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2004 **Chemistry** John A. Olmsted,Gregory M.

Williams,Robert Charles Burk,2016-01-14 Olmsted Burk is an introductory general chemistry text designed specifically with Canadian professors and students in mind A reorganized Table of Contents and inclusion of SI units IUPAC standards and Canadian content designed to engage and motivate readers distinguish this text from many of the current text offerings It more accurately reflects the curriculum of most Canadian institutions Instructors will find the text sufficiently rigorous while it engages and retains student interest through its accessible language and clear problem solving program without an excess of material that makes most text appear daunting and redundant Research in Education ,1974 *AVCE Information and*

*Communication Technology* R. P. Richards,Pat M. Heathcote,2001 This book covers the first three mandatory units of the new AVCE in Information and Communication Technology award Unit 1 Presenting Information Unit 2 ICT Serving Organisations Unit 3 Spreadsheet Design It provides students with all the knowledge required to successfully complete these units **Teacher's Manual and Resource Guide for Exploring the Sciences** Herbert Drapkin,1964 The Art of

Teaching Science Jack Hassard,2005 This is a core teaching textbook designed for the professional development of middle and high school science teachers Differing from other texts in its constructivist approach to learning and teaching it provides meaningful learning experiences and connections with the most recent research and understanding of science teaching Each chapter is organized into two sections the first focuses on the content of the major theme of the chapter while the second consists of a newspaper like feature called The Science Teaching Gazette containing a variety of strategies for extending the learning process Packed with learning tools hands on inquiry activities case studies think pieces and interviews with teachers around the world this is a remarkably comprehensive textbook designed to prepare a new cadre of science teachers Midwest

Chapter Resource 10 How Proteins/Made Biology Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004

**Excel Science Study Guide, Years 9-10** Will Marchmont, 2004 The book contains coverage of five major topic areas in the NSW School Certificate test Energy Force and Motion Atoms Elements and Compounds Structure and Function of Living Things Earth and Space Ecosystems Resources and Technology a chapter on Investigations and Problem Solving in Science to help with practical skills revision questions and chapter tests to help you remember important information a glossary and summary in each section of the book diagrams and illustrations to help your understanding a section to help you prepare for the School Certificate test a sample School Certificate test paper with answers answers to all questions **Developing**

**Mathematical Literacy in the Context of the Fourth Industrial Revolution** Espinosa, Edgar Oliver Cardoso, 2021-03-12 In the context of the Fourth Industrial Revolution a world of continuous alterations is glimpsed where science and technology are at the base of economic competitiveness and where innovation plays a strategic role in global competition so that they are forced to cover a series of requirements to compete successfully in an increasingly globalized economy including high investments in both education and research Along these lines the formation of mathematical learning is important because it is oriented towards the development of a set of skills with the aim of resolving situations of daily and professional lives It focuses on the acquisition of employing the different ways of representing information in the form of models constructions and graphs to determine the best decision making In this sense it includes the mastery of the handling of numbers measures and structures to carry out the interpretation of operations and representations of a quantitative nature on personal and professional situations For a society to favor innovation the use of mathematical information is an essential condition that allows the development of creativity and analysis of information Mathematics education plays a vital role in this development Developing Mathematical Literacy in the Context of the Fourth Industrial Revolution studies the formation of mathematical abilities in the context of the Fourth Industrial Revolution regarding its development of both teaching and learning strategies as well as the use of ICT and its use in the development of this discipline in students It is important that teachers of any educational level reorient their teaching strategies and their role as educators Therefore the chapters discuss up to date and relevant information on teaching and didactic tasks in the subject of mathematics This book highlights mathematical pedagogies ICT in mathematics learning teacher training and classroom strategies for mathematics It is intended for teachers pedagogical advisors business trainers higher education staff administrators teacher educators practitioners stakeholders researchers academicians and students interested in mathematical literacy in the fourth industrial revolution

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