

Chemistry - Chapter 9 Assessment Answers (Pages 281-282)

42. a) 2- b) 1+ c) 1- d) 3+

43. a) 2+ b) 2+ c) 3+ d) 1+

44. a) barium ion b) iodide ion c) silver ion d) mercury(II) ion

45. Cyanide,  $\text{CN}^-$  and hydroxide,  $\text{OH}^-$

46. a) hydroxide ion b) lead(IV) ion c) sulfate ion d) oxide ion

47. zero; A compound is electrically neutral.

48. The symbols for the cation and anion are written and the charges are balanced with subscripts. The name of the cation is followed by the name of the anion.

49. Determine the charge of the anion then work the formula backwards to find the charge of the transition metal cation needed to give a net charge of zero for the formula unit.

50. The symbols for the cation and anion are written and the charges are balanced with subscripts. Parentheses are used around the polyatomic ion if a subscript is needed. The name of the cation is followed by the name of the anion.

51. a and b

52. When more than a single polyatomic ion is needed to balance the formula.

53.  $\text{NH}_4\text{NO}_3$ , ammonium nitrate;  $(\text{NH}_4)_2\text{CO}_3$ , ammonium carbonate;  $\text{NH}_4\text{CN}$ , ammonium cyanide;  $(\text{NH}_4)_3\text{PO}_4$ , ammonium phosphate;  $\text{Sn}(\text{NO}_3)_4$ , tin(IV) nitrate;  $\text{Sn}(\text{CO}_3)_2$ , tin(IV) carbonate;  $\text{Sn}(\text{CN})_4$ , tin(IV) cyanide;  $\text{Sn}_2(\text{PO}_4)_4$ , tin(IV) phosphate;  $\text{Fe}(\text{NO}_3)_3$ , iron(III) nitrate;  $\text{Fe}_2(\text{CO}_3)_3$ , iron(III) carbonate;  $\text{Fe}(\text{CN})_3$ , iron(III) cyanide;  $\text{FePO}_4$ , iron(III) phosphate;  $\text{Mg}(\text{NO}_3)_2$ , magnesium nitrate;  $\text{MgCO}_3$ , magnesium carbonate;  $\text{Mg}(\text{CN})_2$ , magnesium cyanide;  $\text{Mg}_3(\text{PO}_4)_2$ , magnesium phosphate

54. two nonmetals

55. a) tri- b) mono- c) di- d) hexa- e) penta- f) tetra-

56. For formulas, write the correct symbols for each element with a subscript corresponding to the prefix before each element in the name. For naming, name each element in the order given. Use the subscript to determine the prefixes before each element in the name. The name ends in *-ide*.

57. a)  $\text{BCl}_3$  b) dinitrogen pentoxide c)  $\text{N}_2\text{H}_4$  d) carbon tetrachloride

58. a) hydrochloric acid b)  $\text{H}_2\text{SO}_4$  c) nitric acid d)  $\text{HC}_2\text{H}_3\text{O}_2$

# Chemistry Chapter 9 Assessment

**JR Anderson**



## **Chemistry Chapter 9 Assessment:**

**Research and Practice in Chemistry Education** Madeleine Schultz, Siegbert Schmid, Gwendolyn A. Lawrie, 2019-04-06  
This book brings together fifteen contributions from presenters at the 25th IUPAC International Conference on Chemistry Education 2018 held in Sydney. Written by a highly diverse group of chemistry educators working within different national and institutional contexts with the common goal of improving student learning, the book presents research in multiple facets of the cutting edge of chemistry education, offering insights into the application of learning theories in chemistry combined with practical experience in implementing teaching strategies. The chapters are arranged according to the themes: novel pedagogies, dynamic teaching environments, new approaches in assessment and professional skills, each of which is of substantial current interest to the science education communities. Providing an overview of contemporary practice, this book helps improve student learning outcomes. Many of the teaching strategies presented are transferable to other disciplines and are of great interest to the global community of tertiary chemistry educators as well as readers in the areas of secondary STEM education and other disciplines.

**Prentice Hall Chemistry**, 2000 *Clinical Chemistry* Wendy L. Arneson, Jean M. Brickell, 2007-01-25  
Meet the learning needs of today's students with a brand new style of textbook designed to excite your students' interest in clinical chemistry. Organized almost entirely around organ systems to parallel the way physicians order tests, this groundbreaking text teaches the concepts and principles of clinical chemistry through realistic situations and scenarios. By integrating pathophysiology, biochemistry, and analytical chemistry for each major system, students clearly see the relevance of what they are learning to their future careers. This practical approach encourages them how to apply theoretical principles in the laboratory and to develop important critical thinking skills.

**TRAC: Trends in Analytical Chemistry** U. A. Th. Brinkman, A. E. Bruno, A. L. Burlingame, 2013-09-17  
TRAC Trends in Analytical Chemistry Volume 10 presents relevant topics in global analytical chemistry research. This book discusses the potential of flow injection analysis for water quality monitoring. Organized into 27 parts encompassing 67 chapters, this book begins with an overview of the amount of published information on analytical chemistry research. This text then examines the analytical technique in the electrophoretic separations in narrow bore tubes, which is capable of rapid high resolution separations of water soluble components in small sample volumes. Other chapters consider the application of polynomial and B-spline interpolation to the description of cyclic voltammetric features. This book discusses as well the methods used to investigate the properties of ceramic high transition temperature superconductors. The final chapter deals with the importance of monitoring and protecting the environment based on measurement campaigns. This book is a valuable resource for analytical chemists, environmental chemists, and biochemists. Pharmacologists, scientists, students, researcher workers, and other practitioners will also find this book useful.

**Prentice Hall Physical Science Concepts in Action Program Planner National Chemistry Physics Earth Science**, 2003-11  
Prentice Hall Physical Science Concepts in Action helps students make the

important connection between the science they read and what they experience every day Relevant content lively explorations and a wealth of hands on activities take students understanding of science beyond the page and into the world around them Now includes even more technology tools and activities to support differentiated instruction

**Chemistry** John S. Phillips, Cheryl Wistrom, 2000 [Low-Level Hexavalent Chromium Treatment Options](#) Philip Brandhuber, 2005-07-31 The purpose of this report was to present the results of this partnership study which included an analysis of chromium occurrence and co occurrence an evaluation of Cr VI removal technologies and an examination of chromium oxidation and reduction chemistry This study investigated nearly all of the potential methods of controlling Cr VI either through the use of technologies that remove Cr VI directly adsorption anion exchange membrane filtration or those that remove the reduced form of chromium Cr III precipitation with membranes or coagulation and precipitation with conventional or membrane filters Originally published by AwwaRF for its subscribers in 2004

[Science Learning, Science Teaching](#) Jerry Wellington, Gren Ireson, 2017-09-01 Now fully updated in its fourth edition Science Learning Science Teaching offers an accessible practical guide to creative classroom teaching and a comprehensive introduction to contemporary issues in science education Aiming to encourage and assist professionals with the process of reflection in the science classroom the new edition re examines the latest advances in the field and changes to the curriculum and explores the use of mobile technology and coding and its impact on ICT in science education With extra tasks integrated throughout the book and a brand new chapter Working scientifically to help develop learners investigative skills key topics include The art and craft of science teaching The science curriculum and science in the curriculum Planning and managing learning Inclusive science education Laboratory safety in science learning and teaching Language and numeracy in science teaching and learning Computers and computing in science education Citizenship and sustainability in science education Including points for reflection and useful information about further reading and recommended websites Science Learning Science Teaching is an essential source of support guidance and inspiration for all students teachers mentors and those involved in science education wishing to reflect upon improve and enrich their practice

**Per- and Polyfluorinated Alkyl Substances** Ravi Naidu, Megh Mallavarapu, Yanju Liu, Anthony Umeh, 2025-03-17 Per and polyfluorinated alkyl substances PFAS have long been utilised in many household products including as firefighting foam to manage fires However PFAS have been linked to numerous adverse health effects leading to many class actions in US and other countries This book for the first time discusses the dynamics of PFAS in the terrestrial environment by capturing from the literature the latest information on the composition of PFAS nomenclature measurements including many challenges relating to analytical science presence of PFAS in the environment including their nature fate and transport of PFAS toxicity regulatory considerations and risk and remediation The book summarises the many challenges linked to remediation and why a risk based approach is the best strategy for managing PFAS contamination Key Features Overview of PFAS including their presence nomenclature use

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*Addison-Wesley Chemistry* ,1990 **Medical Laboratory Procedures** Mary Ellen Wedding,Sally A. Toenjes,1992 This text workbook explains the fundamentals of laboratory procedures for students who will work in physicians offices and pathology clinics It requires a basic grasp of anatomy and physiology and medical terminology but does not require mastery of chemistry or physics Annotation copyrighted by Book News Inc Portland OR *Im/Tb Chemistry F/Today* Slabaugh,Seager,2004 **The Sind University Journal of Education** ,2014 **Science Spectrum** Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2003-03 **The Rehabilitation Model of Substance Abuse Counseling** John J. Benshoff,Timothy P. Janikowski,1999 This text provides readers with practical skills and treatment strategies and is unique in its conceptualization of substance abuse treatment from a rehabilitation perspective and its perspective of substance abuse as a disability The authors treat substance abuse as a complex problem with a diverse etiological basis stressing that recovery is a process that is holistic individualized and functionally based Concentrated Dispersions American Chemical Society. Division of Colloid and Surface Chemistry,2004 This volume covers many aspects concerning the preparation characterization stabilization and behavior of concentrated colloidal dispersion and presents the most recent advances in experimental techniques and theoretical methods for studying concentrated colloidal dispersions *Nutritional Assessment* Robert D. Lee,David C. Nieman,2003 This text describes the four major methods of nutritional assessment dietary anthropometric biometric and clinical in an understandable and contemporary way It thoroughly covers assessment of the hospitalized individual but also serves as an invaluable resource to the nutrition professional working in such areas as public health and community nutrition corporate health and sports medicine **Introductory Chemistry for Today** Spencer L. Seager,Michael R. Slabaugh,2004 Distinguished by its superior allied health focus and integration of technology Seager and Slabaugh s INTRODUCTORY CHEMISTRY FOR TODAY Fifth Edition continues to lead the market on both fronts through numerous allied health related applications examples boxes and a new Companion Web Site GOB ChemistryNow tm In addition to the many resources found in GOB ChemistryNow this powerful new Web site contains questions modeled after the Nursing School and Allied Health Entrance Exams and NCLEX LPN Certification Exams The authors strive to dispel users inherent fear of chemistry and to instill an appreciation for the role chemistry plays in our daily lives through a rich pedagogical structure and an accessible writing style that provides lucid explanations In addition Seager and Slabaugh s

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