

HOLT MODERN CHEMISTRY -- CHAPTER 1 REVIEW

*The following pages contain the bulk (but not all) of the information for the chapter 1 test. Focus on this content, but make sure to review class notes, activities, handouts, questions, etc. If you study this document and NOTHING else, you should at least be able to PASS the test. ***** Test items will be recall, examples, and/or application of this content. ******

OUTCOMES

- 1.1: Distinguish between types of research – basic, applied, and technological development. (F & PK)
- 1.2: Distinguish between the physical and chemical properties of matter. (F & PK)
- 1.2: Distinguish among homogeneous and heterogeneous mixtures, elements, and compounds. (F & PK)
- 1.3: List properties of metals and non-metals. (T & R)
- 2.3: Determine significant figures. (F & PK)

1.1: CHEMISTRY IS A PHYSICAL SCIENCE

- **Vocabulary**
 - **chemistry** -- the scientific study of the composition, structure, and properties of matter and the changes that matter undergoes
 - **chemical** -- any substance with a defined composition
- **Chapter Highlights**
 - Chemistry is the study of the composition, structure, and properties of matter and the changes that matter undergoes.
 - A chemical is any substance that has a definite composition or is used or produced in a chemical process.
 - Basic research is carried out for the sake of increasing knowledge. Applied research is carried out to solve practical problems. Technological development involves the use of existing knowledge to make life easier or more convenient.

1.2: MATTER AND ITS PROPERTIES

- **Vocabulary**
 - **matter** -- anything that has mass and takes up space
 - **mass** -- a measure of the amount of matter in an object
 - **element** -- a substance that cannot be separated or broken down into simpler substances by chemical means; all atoms of an element have the same atomic number
 - **atom** -- the smallest unit of an element that maintains the chemical properties of that element
 - **compound** -- a substance made up of atoms of two or more different elements joined by chemical bonds
 - **extensive property** -- a property that depends on the extent or size of a system
 - **intensive property** -- a property that does not depend on the amount of matter present, such as pressure, temperature, or density
 - **physical property** -- a characteristic of a substance that does not involve a chemical change, such as density, color, or hardness
 - **physical change** -- a change of matter from one form to another without a change in chemical properties
 - **change of state** -- the change of a substance from one physical state to another
 - **solid** -- the state of matter in which the volume and shape of a substance are fixed
 - **liquid** -- the state of matter that has a definite volume but not a definite shape
 - **gas** -- a form of matter that does not have a definite volume or shape
 - **plasma** -- in physical science, a state of matter that starts as a gas and then becomes ionized; it consists of freemoving ions and electrons and it takes on an electric charge
 - **chemical property** -- a property of matter that describes a substance's ability to participate in chemical reactions
 - **chemical change** -- a change that occurs when one or more substances change into entirely new substances with different properties
 - **chemical reaction** -- the process by which one or more substances change to produce one or more different substances
 - **reactant** -- a substance or molecule that participates in a chemical reaction
 - **product** -- a substance that forms in a chemical reaction

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Utah Educational Review ,1958 **Methods of Teaching History** Andrew Dickson White,William Francis Allen,Charles Kendall Adams,John William Burgess,Sir John Robert Seeley,Herbert Baxter Adams,Ephraim Emerton,George Sylvester Morris,Richard Theodore Ely,Albert Bushnell Hart,William Coe Collar,Joseph Thacher Clarke,William Eaton Foster,1902

El-Hi Textbooks in Print ,1976 *International Handbook of Research in History, Philosophy and Science Teaching* Michael R. Matthews,2014-07-03 This inaugural handbook documents the distinctive research field that utilizes history and philosophy in investigation of theoretical curricular and pedagogical issues in the teaching of science and mathematics It is contributed to by 130 researchers from 30 countries it provides a logically structured fully referenced guide to the ways in which science and mathematics education is informed by the history and philosophy of these disciplines as well as by the philosophy of education more generally The first handbook to cover the field it lays down a much needed marker of progress to date and provides a platform for informed and coherent future analysis and research of the subject The publication comes at a time of heightened worldwide concern over the standard of science and mathematics education attended by fierce debate over how best to reform curricula and enliven student engagement in the subjects There is a growing recognition among educators and policy makers that the learning of science must dovetail with learning about science this handbook is uniquely positioned as a locus for the discussion The handbook features sections on pedagogical theoretical national and biographical research setting the literature of each tradition in its historical context It reminds readers at a crucial juncture that there has been a long and rich tradition of historical and philosophical engagements with science and mathematics teaching and that lessons can be learnt from these engagements for the resolution of current theoretical curricular and pedagogical questions that face teachers and administrators Science educators will be grateful for this unique encyclopaedic handbook Gerald Holton Physics Department Harvard University This handbook gathers the fruits of over thirty years research by a growing international and cosmopolitan community Fabio Bevilacqua Physics Department University of Pavia

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