

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

## CHAPTER 15 STUDY GUIDE FOR CONTENT MASTERY

### Solutions

#### Section 15.1 What are solutions?

In your textbook, read about the characteristics of solutions.

Use each of the terms below just once to complete the passage.

immiscible	liquid	solution	solute	solution
insoluble	miscible	solute	solvent	

Air is air (1) solution of oxygen gas dissolved in nitrogen gas. The oxygen in air is the (2) solute and nitrogen is the (3) solvent. Because oxygen gas dissolves in a solvent, oxygen gas is air (4) soluble substances. A substance that does not dissolve is (5) insoluble. (6) Liquid solutions are the most common type of solutions. If one liquid is soluble in another liquid, such as acetic acid in water, the two liquids are (7) miscible. However, if one liquid is insoluble in another, the liquids are (8) immiscible.

Read about solvation in aqueous solutions in your textbook.

The diagram shows the hydration of solid sodium chloride to form an aqueous solution. Use the diagram to answer the following questions.



8. Hydration is solvation in which the solvent is water. What is solvation?

Solution is the process of surrounding solute particles with solvent particles to form a solution.

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## CHAPTER 15 STUDY GUIDE FOR CONTENT MASTERY

#### Section 15.1 continued

10. As sodium chloride dissolves in water, what happens to the sodium and chloride ions?

The sodium and chloride ions are separated and surrounded by the water molecules.

11. Explain the attraction of the water molecules around the sodium ions and chloride ions.

Because the sodium ion is positively charged, it attracts the negatively charged portion of the water molecule (the oxygen atom) and repels the positively charged portion of the water molecule (the hydrogen atoms). Because the chloride ion is negatively charged, it attracts the positively charged portion of the water molecule and repels the negatively charged portion.

12. How does the strength of the attraction between water molecules and sodium and chloride ions compare with the strength of the attraction between the sodium ions and chloride ions? How do you know?

The attraction between the water molecules and the sodium and chloride ions is greater than the attraction between the sodium and chloride ions. The greater strength of attraction between the water molecules and the ions is what causes the solvation process to occur.

13. List three ways that the rate of solvation may be increased.

stirring or shaking the solution, breaking the solute into smaller pieces, and heating the solvent

In your textbook, read about heat of solution, solubility, and factors that affect solubility.

For each statement below, write true or false.

True \_\_\_\_\_ 14. The overall energy change that occurs when a solution forms is called the heat of solution.

False \_\_\_\_\_ 15. Solubility is a measure of the maximum amount of solute that dissolves in a given amount of solvent at a specified temperature and pressure.

False \_\_\_\_\_ 16. Solvation continues as long as the solvation rate is less than the crystallization rate.

True \_\_\_\_\_ 17. In a saturated solution, solvation and crystallization are in equilibrium.

True \_\_\_\_\_ 18. Additional solute can be dissolved in an unsaturated solution.

True \_\_\_\_\_ 19. The solubility of a gas dissolved in a liquid decreases as the temperature of the solution increases.

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Study Guide for Content Mastery

# **Content Mastery Chapter 12 Teacher Guide**

**Durand, Vincent Mark Durand, David H.  
Barlow**



## **Content Mastery Chapter 12 Teacher Guide:**

**Making Connections in Elementary and Middle School Social Studies** Andrew P. Johnson, 2009-10-15 Making Connections in Elementary and Middle School Social Studies Second Edition is the best text for teaching primary school teachers how to integrate social studies into other content areas This book is a comprehensive reader friendly text that demonstrates how personal connections can be incorporated into social studies education while meeting the National Council for the Social Studies' thematic pedagogical and disciplinary standards Praised for its wealth of strategies that go beyond social studies teaching including classroom strategies pedagogical techniques activities and lesson plan ideas this book examines a variety of methods both novice and experienced teachers alike can use to integrate social studies into other content areas Resources in Education, 1975

**Student Study Guide** Peter L. Kresan, Reed Mencke, Frank Press, Raymond Siever, 2003-09-25 This reconceptualization of the text Understanding Earth reflects the fundamental changes in the field of physical geology over the past several years

*From Abnormal Psychology* Durand, Vincent Mark Durand, David H. Barlow, 2004-08

A Guide to the Teacher's Mastery of Texts Edith Cora Buck, 1906

**Content Area Reading and Writing** Norman Unrau, 2004 This theory based strategy driven approach to teaching content area and secondary reading keeps an eye on the cultural issues affecting secondary students while emphasizing reflective practice to promote the most effective teaching Chapters on assessment motivation struggling readers aligning standards with strategies and assessment and a constant focus on diversity set this text apart Frequent opportunities for readers to apply the concepts they are learning help to make this a truly informative text SPECIAL FEATURES INCLUDE Step by Step features which precisely explain a strategy's implementation Plenty of simple and effective strategies for assessing and addressing students' reading capabilities A strong focus on standards that shows beginning teachers how to integrate literacy goals with content standards An abundance of student work samples to fully illustrate chapter concepts strategies and effective teaching A Companion Website available at [www.prenhall.com/unrau](http://www.prenhall.com/unrau) containing self assessments web links and classroom video footage to round out content comprehension

**Instr Resrc Manl-Juvenile Delinquency** Siegel, Welsh, Senna, 2005-03

**Educational Psychology** Jeanne Ellis Ormrod, 2006 Educational Psychology Developing Learners is known for its exceptionally clear and engaging writing its in depth focus on learning and its extensive concrete applications Its unique approach helps teachers understand concepts by encouraging them to examine their own learning and then showing them how to apply these concepts The book gives an in depth understanding of the central ideas of educational psychology and moves seamlessly between theory and applications including innumerable concrete examples video cases written cases artifacts and more to help the reader connect educational psychology to children and classrooms

Computer Education for Teachers Vicki F. Sharp, 2005 Designed to meet the needs of the student unfamiliar with the use of the computer in the classroom this text is written for undergraduate and graduate education students who want an up to

date readable practical and concise introduction to computers for teachers Included in the text are a wealth of classroom lessons that integrate technology into the classroom

**Teaching Content to All** B. Keith Lenz, Donald D. Deshler, 2004 Teaching Content to All includes what every secondary teacher needs to know about instructing students with different learning needs It helps secondary teachers understand academic diversity among students and then plan for and implement instruction that reaches all students The text addresses the unique challenges faced by secondary educators committed to inclusion and to meeting standards for all students Teaching Content to All explains research based teaching techniques and strategies based on understanding instructional goals rather than simply implementing isolated teaching tools Examples are heavily oriented toward the content areas and the planning and teaching routines it presents are easily adaptable across the curriculum by both general and special educators The material can be adapted for the elementary grades

**Glencoe Sci Earth Science Chapter 13 Clues to Earth's Past Ch Res 512 2002** McGraw-Hill Staff, 2001-08

**A Guide for Developing an English Curriculum for the Eighties** Allan A. Glatthorn, 1980 Intended for use by those who have direct responsibility for providing leadership in the area of English this monograph provides a process for improving the English curriculum in a way that is true to the intellectual and emotional needs of students while meeting society's expectations for a practical curriculum The monograph begins with a retrospective examination of the teaching of English follows with an analysis of present trends and sets forth a process of incremental curriculum development The remaining chapters provide a framework for a mastery curriculum that requires careful structuring Topics discussed include 1 curriculum mapping 2 building a content planning matrix 3 evaluating and modifying the matrix 4 developing the syncretic English curriculum 5 providing for mandated competencies 6 using research to improve the teaching of English 7 developing the English notebook 8 using separate objectives in integrated units 9 building English mastery into interdisciplinary courses 10 designing sound elective programs and 11 writing mastery learning units An epilogue contains a discussion of a curriculum of meaning

**HOD The Professional Teacher's Handbook** Kenneth H. Hoover, 1982

**The Inclusive Classroom** Margo A. Mastropieri, Thomas E. Scruggs, 2010 This text offers a wealth of practical and proven strategies for successfully including students with disabilities in general education classrooms The text provides targeted strategies for the subject and skill areas as well as special needs of individual students with a strong focus on instructional strategies applied to specific student need areas An overall theme of effective differentiated instruction is infused throughout the text relating to those practices that are most closely aligned with academic success The text is unique in its three part coverage of 1 the fundamentals of teaching students with special needs 2 effective general teaching practices and 3 inclusive practices in specific subject areas With a strong focus on instructional strategies and how they are applied to specific student need areas the text goes further by featuring more specific strategies than any other text and extensive information about the most effective strategies available and when and how to use them This strong focus instructs pre service teachers and other education personnel on

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**Educational Psychology** Ernest T. Goetz, Patricia A. Alexander, Michael J. Ash, 1992 Reflecting current views on cognition this book examines educational psychology from the perspective of actual classroom practice focusing on the need to view the classroom teacher as an educational problem solver *A Resource Guide for Secondary School Teaching* Eugene C. Kim, Richard Dean Kellough, 1995 A resource manual for secondary teachers **Block Sched Hnbk Ctf 2003** Holt Rinehart & Winston, 2002-02-22 **Sociology** Joan Ferrante-Wallace, 2006 Glencoe Sci Earth Science Chapter 14 Geologic Time Chp Res 513 2002 McGraw-Hill Staff, 2001-08 New Jersey Register , 2007

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