

Test Bank - Chapter 6

The questions in the test bank cover the concepts from the lessons in Chapter 6. Select questions from any of the categories that match the content you covered with students. The types of questions include multiple choice, true/false, fill-in-the-blank, and short answer.

Multiple Choice

1. A chemical change is different than a physical change because in a chemical change
 - a) Chemicals are used
 - b) Molecules do not physically touch
 - c) A new substance is formed and in a physical change no new substance is formed
 - d) The change can be seen but in a physical change it cannot
2. In a chemical reaction
 - a) The atoms of the reactants always stay together to form the products
 - b) The atoms of the reactants unbind, rearrange, and then rebind to form the products
 - c) New atoms are formed which combine to make the products
 - d) Some atoms disappear while others multiply to form the products
3. In the chemical reaction $\text{CH}_4 + 2\text{O}_2 \rightarrow \text{CO}_2 + 2\text{H}_2\text{O}$, there are reactants on the left of the equation and products on the right. If you count the atoms in the reactants, there are
 - a) 4 carbon atoms, 4 hydrogen atoms, and 2 oxygen atoms
 - b) 1 carbon atom, 4 hydrogen atoms, and 2 oxygen atoms
 - c) 1 carbon atom, 4 hydrogen atoms, and 4 oxygen atoms
 - d) 4 carbon atoms, 4 hydrogen atoms, and 4 oxygen atoms
4. In a chemical reaction, mass is conserved. This means that
 - a) The mass of the reactants stays the same during a chemical reaction
 - b) The mass of the products stays the same during a chemical reaction
 - c) The type and number of atoms in the reactants equals the type and number of atoms in the products
 - d) The mass of the products is always twice the mass of the reactants.
5. If the reactants on the left side of a chemical equation are $\text{C}_3\text{H}_8 + 5\text{O}_2$, the products in a balanced equation could be
 - a) $4\text{CO}_2 + 3\text{H}_2\text{O}$
 - b) $3\text{CO}_2 + 4\text{H}_2\text{O}$
 - c) $2\text{CO}_2 + 3\text{H}_2\text{O}$
 - d) $3\text{CO} + 4\text{H}_2\text{O}$

Test Bank Chapter 5 Middle School Chemistry

Lei Shi



Test Bank Chapter 5 Middle School Chemistry:

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 *Instructor's Manual and Test Bank* Rayne Sperling, 2002-08 **Chemistry** John S. Phillips, Cheryl Wistrom, 2000 **Resources in Education**, 2001-04 Teaching Science for Understanding James Joseph Gallagher, 2007 Offers middle and high school science teachers practical advice on how they can teach their students key concepts while building their understanding of the subject through various levels of learning activities **Merrill Earth Science** Ralph M. Feather, Susan Leach Snyder, Dale T. Hesser, 1995 Go To Guide for CUET (UG) General Test 2025 with 16 Previous Year

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