**Name: Period: Seat#:**

**S-37**

You will use this worksheet to help record a summary of the major topics/ideas/facts for each chapter. Once you have spent some time in class remembering the main topics/ideas/facts for each chapter you will spend some time looking through your old worksheets to try and identify “representative questions” for each chapter – if your teacher could pick only a couple questions from each chapter to put on the final exam, which ones would your teacher pick? It is impossible to cover every single tiny bit of content on a final, so which questions from the year would assess if a student learned the most important aspects of the course?

* Participate in the class poster making activity.
* Use this worksheet during the “gallery walk” to capture the information on the posters.
	+ If you would like more space, you are welcome to use extra paper and staple it to this worksheet!
* Go through your old rainbow packets and identify questions on each worksheet that you think your teacher would consider putting on the final exam.
	+ Identify it by worksheet # and question #
* In class your teacher will show you the list they picked.
* Determine if you identified the same exact questions, similar questions, or if you were totally off the mark.
* You do not have to do these practice problems again unless you feel like it would be a good use of your self-study time.

|  |  |
| --- | --- |
| **Chapter 2****Nuclear Chemistry** | **Chapter 1****Chemistry Basics and Atomic Structure** |
| **Chapter 4****Periodic Table** | **Chapter 3****Electrons** |
| **Chapter 6****Reactions** | **Chapter 5****Bonding and Structure** |
| **Chapter 8****Chemical Compositions**  | **Chapter 7****Stoichiometry** |

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| **Representative Questions Identification** |
| **Chapter #** | **WS #** | **My Choice** | **Teacher’s Choice of Representative Qs.** | **Q Matched/Similar** | **Off the Mark, Revisit WS** | **Comments** |
| **1** | 2 |  | 1-6, 18-32 |  |  | Any kind of conversion.  |
| 3 |  | 4-5, 9-10 |  |  | 4-5: good with scientific notation added9-10: double dimensional analysis |
| 4 |  | 2 |  |  | Double dimensional analysis |
| 6 |  | 42-51 |  |  | Not just counting sig figs, but using them too! |

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| **Chapter #** | **WS #** | **My Choice** | **Teacher’s Choice of Representative Qs.** | **Q Matched/Similar** | **Off the Mark, Revisit WS** | **Comments** |
| **1***continued* | 8 |  | 1-4, 5-52 |  |  | 1-4: Knowing definitions 5-52: Identifying |
| 10 |  | Any from chart |  |  | Don’t forget mass # after the name! Common thing to forget.  |
| 11 |  | 36-41 |  |  | Don’t forget ions! Tests two topics at once! |
| 12 |  | 1-3 |  |  | All of these are very similar. |
|  |
| **2** | 2 |  | 1-9 |  |  | Practicing with word questions will cover more types of questions.  |
| 3 |  | 16-19 |  |  | Don’t forget about decay series type questions, tests two things at one time.  |
| 4 |  | 1, 4, 6, 10, 13 |  |  | Make sure to study the questions involving solving for a variety of different things. Not just Ae and As |
|  |
| **3** | 1 |  | 4 |  |  | Don’t mix up how many e- in an orbital versus how many are in a set of orbitals! |
| 2 |  | Any from chart |  |  | Make sure you follow Aufbau, Pauli, and Hunds rules! |
| 3 |  | 1-10, 14 |  |  | Be able to write them obviously, but also answer a variety of questions about a configuration like Q #14 |
| 4 |  | Any! |  |  | Don’t forget to be able to do noble gas configurations also! |
| 5 |  | Any! |  |  | All types of variations of these questions |

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| **Chapter #** | **WS #** | **My Choice** | **Teacher’s Choice of Representative Qs.** | **Q Matched/Similar** | **Off the Mark, Revisit WS** | **Comments** |
| 4 | 2 |  | 14-25, 41-42 |  |  | Be able to identify groups, names, etc. But also understand why we have the layout we do like #41-42 |
| 4 |  | 5-7, Extension Qs 1-2 |  |  | Know the trends, explain the trends, but also rank things.  |
| 6 |  | Any of them! |  |  | Lots of facts to know but also ranking.  |
| 8 |  | 1, 5, 9 |  |  | Don’t forget things like ion radius, and 1st vs. 2nd  vs. 3rd ionization energies. |
|  |
| 5 | 1 |  | 32-40 |  |  | Need all the earlier info to do these questions! |
| 2 |  | 4-39 |  |  | Naming and formulas – all similar questions. |
| 4 |  | 6-11, 19-27 |  |  | Identify if ionic/covalent, write formulas, remember cross over for ionic!!! |
| 5 |  | 4-30 |  |  | Be able to draw any lewis structure! |
| 6 |  | 5-20 |  |  | Be able to draw any lewis structure! |
| 11 |  | 3-23 |  |  | Know VSPER for any lewis structure! |
| 13 |  | Any of them! |  |  | Identify polar or non polar but also rank polarity! |
| 14 |  | Any of them! |  |  | Identify main IMF for any lewis structure! |

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| **Chapter #** | **WS #** | **My Choice** | **Teacher’s Choice of Representative Qs.** | **Q Matched/Similar** | **Off the Mark, Revisit WS** | **Comments** |
| 6 | 1 |  | 1-5 |  |  | Don’t forget to study basic stuff too! |
| 2 |  | 9-10 |  |  | Balancing word equations tests lots of skills! |
| 3B |  | Any of them! |  |  | Predict products for any type of reaction! |
| 5 |  | 23-25, 26 |  |  | 23-25: Require being careful with parentheses! Still a common mistake! 26: has a long pathway |
|  |
| 7 | 1 |  | 11-13 |  |  | These add in an extra component – writing the formula, metric conversion, density, etc |
| 2 |  | Any of them! |  |  | Any stoich problem can show up – all the same skill just different #’s and formulas! |
| 3 |  | Any of them! |  |  | Any stoich problem can show up – all the same skill just different #’s and formulas! |
| 5 |  | Any of them! |  |  | Any stoich problem can show up – all the same skill just different #’s and formulas! |
| 6 |  | Any of them! |  |  | Any stoich problem can show up – all the same skill just different #’s and formulas! |
|  |
| 8 | 2 |  | Any of them! |  |  | All just empirical, molecular or % composition questions! |
| 5 |  | 2, 6 |  |  | If you can do ones with C, H, O and N you can do any of these problems! |
| 6 |  | 6-8 |  |  | Combining combustion analysis with % composition is good practice  |