

Student Name:

## AP Chemistry Summer Work Packet

All students taking AP science courses are required to complete a review packet prior to the start of the course. Each course's packet is designed to help the student review material that was learned in prerequisite science classes. The material is necessary for the student to successfully begin the AP course that he/she has chosen. A pretest will be administered the first day of class to assess the students' knowledge of the science concepts covered in the packet. This pretest will not be reflected on the marking period grade, however the work done in the summer packet will be graded.

If you have any questions, please e-mail me: [anthony.caruso@sccpss.com](mailto:anthony.caruso@sccpss.com).

A pdf of the text book can be found on my schoology account. Students are to join the schoology class using the following code: **2BCWK-W9P58**

We need to use our class time effectively so the goal of this summer packet is that you will have reviewed much of the material from your first chemistry class. We will not just review material from before.

This assignment should be completed and ready to turn in by the FIRST day of class in August.

We will have take-home work over all academic year breaks (Fall, Thanksgiving, Winter, and Spring) this will be to cover and review material without wasting class time.

### WHY DO WE HAVE TO DO SUMMER WORK?

- It is a review of basic content covered in chemistry I, which you may not have seen for over a year. It provides the necessary fundamentals you will need to be successful in AP chemistry. To not do the summer assignment or to do it poorly is to seriously endanger your prospects of being successful in AP chemistry. There will not be enough time before the AP exam in May to cover the necessary content without this head start. Remember that I will be attending 30 hours of AP training over the summer to learn the revisions in the AP curriculum as well as to obtain additional materials and resources. It's not all break for me either!

*Students are encouraged to work together to complete the summer assignment. THAT DOES NOT MEAN COPY! You should spread the out the following assignments over several weeks. Do not try to cram them in towards the end of the summer or you will get stressed out before school starts.*

AP Chemistry will be taught with the assumption that all students are taking the AP exam in the spring.

A hallmark of AP chemistry is the opportunity to perform chemistry experiments. You will have lots of hands on laboratory experience with chemicals, glassware, and instruments which will allow you to experience the theoretical concepts of the discipline. Most students find that being in the lab and "doing" things is the most exciting part of the course.

AP Chemistry First Day Test – will consist of the following areas, be cool = be prepared!

polyatomic ions (including name, symbol, and charge)

Variable charges for transition metals

Naming Acids

Naming Ionic Compounds

Naming Covalent Compounds

Naming Simple Organic Compounds

SO WHAT IS THE SUMMER WORK? All work should be done neatly and clearly on paper and organized in the order it was assigned. All work for every problem including units throughout is necessary for AP. This is an expectation on the AP exam in the spring and we want to get into the good habit early

- Part 1 – Why are you taking this course?

A short concise paragraph answering the following questions (1) Why are you taking this course?

And (2) What do you hope/expect to get out of the course?

- Part 2 - Memorize Charges of Common Ions

If you know me or had me before you know I am not a big memorization person however this is a vital part of AP chemistry. They will not give you an ion chart so it is essential that you have this done prior to school beginning. I suggest notecards and lots of practice.

- Part 3 – Read and Review Pages in Book

- *Reading implies taking notes on any topics you are not familiar with or do not understand so that you will have them to study from AND/OR to ask me questions in the fall. GET USED TO READING! This is ABSOLUTELY necessary for AP Chemistry!*

- Chapter 1: Chemistry: The study of Change

- Everything in this chapter is basic but important. You may skim through if you find it easy.
- Pay particular attention to rules for significant figures.

- Chapter 2: Atoms, Molecules, and Ions

- Simple review. All sections are important.

- Part 4 – Complete all video assignment in Khan Academy. Sign up for Khan Academy and use the following account code to Join my class: **6ZRMS9QX** or the link:

<https://www.khanacademy.org/join/6ZRMS9QX>

- Part 5 – Complete the practice problems provided.

- Part 6 – Read the unit summaries found in schoology for the main units of the course.

You are allowed to download them and print them.

 APChemistryAcidBaseReviewGuideandPracticeProblems (2).pdf

 APChemistryAtomic Structure Review Guide.pdf

 APChemistryBondingReviewGuideandPracticeProblems.pdf

 APChemistryEquilibriumReviewGuideandPracticeProblems (1).pdf

 APChemistryKineticsReviewGuideandPracticeProblems (1).pdf



## Prefixes for naming molecular (covalent) compounds – Greek

1 = mono-

5 =  
penta-

9 = nona-

2 = di-

6 = hexa-

10 = deca-

3 = tri-

7 =  
hepta-

4 = tetra-

8 = octa-

## Elements that exist as diatomic molecules

H<sub>2</sub>, N<sub>2</sub>, O<sub>2</sub>, F<sub>2</sub>, Cl<sub>2</sub>, Br<sub>2</sub>, I<sub>2</sub>

**Other weirdos:** P<sub>4</sub> and S<sub>8</sub>

Know the nomenclature for acids. Refer to Chapter 7 page 230 in Holt textbook pdf on Schoology (found in reference folder.)

## Practice Problems CHAPTER 1

1. A student performed an analysis of a sample for its calcium content and got the following results: 14.92%, 14.91%, 14.88%, and 14.91%. The actual amount of calcium in the sample is 15.70%. What conclusion can you draw about the accuracy and precision of these results?

2. Calculate the percent error for the following measurements. The density of an aluminum block determined in an experiment was 2.64 g/cm<sup>3</sup>. (Accepted value = 2.70 g/cm<sup>3</sup>). The experimental determination of iron in ore was 16.48%. (Accepted value was 16.12%)

3. Round off each of the following numbers to two significant figures, and write the answers in scientific notation.

a. 0.00031254

b. 31,254,000

c. 35,900

d. 0.00000399

4. Use scientific notation to express the number 480 to

One significant figure

Two significant figures

Three significant figures

5. Perform the following mathematical operations, and express each result to the correct number of significant figures.

a.  $97.381 + 4.2502 + 0.99195$

b.  $171.5 + 72.915 - 8.23$

c.  $0.102 \times 0.0821 \times 273.5$

d.  $(9.04 - 8.23 + 21.954 + 81.0) / 3.1416$

6. Precious metals and gems are measured in troy weights in the English system:

24 grains = 1 pennyweight (EXACT)

20 pennyweights = 1 troy ounce (EXACT)

12 troy ounces = 1 troy pound (EXACT)

1 grain = 0.0648 gram

1 carat = 0.200 gram

a. Diamonds are measured in carats. If a lucky girl receives a 5 carat diamond how many pennyweights is it?

b. What is the mass of 2.3 troy ounces of gold in grams?

c. The density of gold is 19.3 g/cm<sup>3</sup>. What is the volume of a troy pound of gold?

7. Apothecaries (druggists) use the following set of measures:

20 grains ap = 1 scruple (EXACT)

3 scruples = 1 dram ap (EXACT)

8 dram ap = 1 oz. ap (EXACT)

1 dram ap = 3.888 g

a. An aspirin tablet contains  $5.00 \times 10^2$  mg of active ingredient. How many grains ap of active ingredient does it contain?

b. From (a) how many scruples?

c. What is the mass of 1.00 scruple in grams?

8. The world record for the hundred meter dash is 9.79 s. What is the corresponding speed in units of m/s, km/hr, ft/s, and mi/hr?

a. At this speed how long would it take to run a mile (5,280 ft)?

9. You're planning to buy a new car. One model that you're considering gets 32 miles per gallon of gasoline in highway travel. The one that your spouse likes gets 14 kilometers to the liter. Which car has the better gas mileage? (1 gal = 4 qt., 1.057 qt = 1 L)
10. You pass a road sign saying "New York – 112 km." If you drive at a constant speed of 65 mi/hr., how long should it take you to reach New York?
11. If your car gets 28 miles to the gallon, how many liters of gasoline are necessary to travel 112 km?
12. You have a 1.0 cm<sup>3</sup> sample of lead and a 1.0 cm<sup>3</sup> sample of glass. You drop each in separate beakers of water. How do the volumes of water displaced by each sample compare? Explain.
- Density of lead = 11.35 g/cm<sup>3</sup>  
Density of glass = 3.00 g/cm<sup>3</sup>
13. A person has a temperature of 102.5 F. What is this temperature on the Celsius scale?
- a. On the Kelvin scale?

14. Convert the following Celsius temperatures to Kelvin and to Fahrenheit degrees:

a. The boiling-point temperature of ethyl alcohol, 78.1 C

b. A cold winter day, -25 C

c. The lowest possible temperature, -273 C

d. The melting-point temperature of sodium chloride, 801 C

15. The density of diamond is 3.51 g/cm<sup>3</sup>. What is the volume of a 4.5 carat diamond?

1 carat = 0.200 g

16. The volume of a diamond is found to be 2.8 mL. What is the mass of the diamond in carats? (See question #16)

17. A sample containing 33.42 g of metal pellets is poured into a graduated cylinder initially containing 12.7 mL of water, causing the water level in the cylinder to rise to 21.6 mL. Calculate the density of the metal.

18. Two spherical objects have the same mass. One floats on water; the other sinks. Which object has the greater diameter? Explain your answer.

19. What are some of the differences between a solid, a liquid, and a gas?

20. What is the difference between homogeneous and heterogeneous matter?

21. Classify each of the following as homogeneous or heterogeneous.

a. soil-

b. the atmosphere-

c. a carbonated soft drink-

d. gasoline-

e. gold-

f. a solution of ethanol and water-

22. Classify each of the following as a mixture or a pure substance. Of the pure substances, which are elements and which are compounds?

a. Water-

b. Blood-

c. The oceans-

d. Iron-

e. Brass-

f. Uranium-

g. Wine-

h. Leather-

i. Table salt (NaCl)-

23. Distinguish between physical and chemical changes.

24. List four indications that a chemical change (reaction) has occurred.

25. If you place a glass rod over a burning candle, the glass appears to turn black. What is happening to each of the following (physical change, chemical change, both, or neither) as the candle burns? Explain each answer.

a. the wax-

b. the wick-

c. the glass rod-

26. The properties of a mixture are typically averages of the properties of its components. The properties of a compound may differ dramatically from the properties of the elements that combine to produce the compound. For each process described below, state whether the material being discussed is most likely a mixture or a compound, and state whether the process is a chemical change or a physical change.

a. An orange liquid is distilled, resulting in the collection of a yellow liquid and a red solid.

b. A colorless, crystalline solid is decomposed, yielding a pale yellow-green gas and a soft, shiny metal.

c. A cup of tea becomes sweeter as sugar is added to it.

## CHAPTER 2

1. Describe Dalton's atomic theory.
2. What discoveries were made by J.J. Thomson, Henri Becquerel, and Lord Rutherford? How did Dalton's model of the atom have to be modified to account for these discoveries?
3. What is the distinction between atomic number and mass number?
4. What is the difference between atomic mass and average atomic mass?
5. What is an isotope?
6. How many protons and neutrons are contained in the nucleus of each of the following atoms?



7. Write the isotopic symbol for each of the isotopes below.
  - a. Atomic number = 8, number of neutrons = 9
  - b. The isotope of chlorine in which mass = 37

c. Atomic number = 27, mass = 60

d. Number of protons = 26, number of neutrons = 31

e. The isotope of I with a mass number of 131

f. Atomic number = 3, number of neutrons = 4

8. The element copper has naturally occurring isotopes with mass number of 63 and 65. The relative abundance of the isotopes are 69.2% for mass = 62.93 amu, and 30.8% for mass = 64.93 amu. Calculate the average atomic mass of copper.

9. An element consists of 1.40% of an isotope with mass 203.973 amu, 24.10% of an isotope with mass 205.9745 amu, 22.10% of an isotope with mass 206.9759 amu, and 52.40% of an isotope with mass 207.9766 amu. Calculate the average atomic mass and identify the element.

10. Distinguish between the terms *family* and *period* in connection to the periodic table. For which of these terms is the term *group* also used?

11. In the periodic table, what is the name of the following groups

a. Group (2)

b. Group (18)

12. An ion contains 50 protons, 68 neutrons, and 48 electrons. What is its symbol and charge?

13. Which of the following sets of elements are all in the same group in the periodic table?

a. N, P, O

b. C, Si, Ge

c. Rb, Sn

d. Mg, Ca

14. Identify each of the following elements:

a. A member of the same family as oxygen whose most stable ion contains 54 electrons

b. A member of the alkali metal family whose most stable ion contains 36 electrons

c. A noble gas with 18 protons in the nucleus

d. A halogen with 85 protons and 85 electrons

15. Would you expect each of the following atoms to gain or lose electrons when forming ions? What ion is the most likely in each case?

Na-

Sr-

P-

Ba-

I-

O-

Al-

S-

16. For each of the following ions, indicate the total number of protons and electrons in the ion. For the positive ions, predict the formula of the simplest compound formed between itself and oxide. For the negative ions predict the simplest compound formed between itself and aluminum.

$\text{Fe}^{+2}$ -

$\text{Fe}^{+3}$ -

$\text{Ba}^{+2}$ -

$\text{Cs}^{+1}$ -



17. An element's most stable ion forms an ionic compound with bromine, having the formula  $XBr_2$ . If the ion of element X has a mass number of 230 and 86 electrons, what is the identity of the element, and how many neutrons does it have?

**Writing Formulas and Naming Compounds** – Do WITHOUT an ion chart! You need to have these memorized.

1. Name each of the following compounds:



2. Name each of the following compounds:



3. Write the formula for each of the following compounds:

Cesium bromide

Barium sulfate

Chlorine trifluoride

Ammonium chloride

Beryllium oxide

Chlorine monoxide

Magnesium fluoride

Sulfur difluoride

Sulfur hexafluoride

Sodium dihydrogen phosphate

Silicon tetrachloride

Lithium nitride

Chromium (III) carbonate

Tin (II) fluoride

Ammonium acetate

Ammonium hydrogen sulfate

Cobalt (III) nitrate

Copper (I) sulfide

Potassium chlorate

Lithium tartrate

4. Write the formula for each of the following compounds:

Sodium oxide

Sodium peroxide

Potassium cyanide

Copper (II) nitrate

Silicon tetrafluoride

Lead (II) sulfide

Lead (IV) sulfide

Copper (I) chloride

Cadmium selenide

Zinc sulfide

Ammonium hydrogen phosphate

Hydrobromic acid

Bromous acid

Perchloric acid

Silicon dioxide

Sodium sulfate

## ADDENDUMS: Requirements for the course and things to think about!!

### SHOW YOUR WORK

What does SHOW YOUR WORK even mean? You see it everywhere. It means different things to different people. But when in Chemistry, SHOW YOUR WORK means something very specific.

When showing work, you're describing a narrative, giving a step by step recipe for solving a problem. Even if you know how to solve the problem in your head, SHOW YOUR WORK means that you need to know how to express that know-how onto paper. It's a way of explaining your thought processes- even the ones you don't realize that you have. It is a systematic way of describing your work. And on top of that, if a person grading your work does not understand what it is you're trying to do, they will give up and you won't get to take part in any of that sweet partial credit everyone always talks about. Often times, poorly shown work will even result in a loss of credit, all because SHOW YOUR WORK is a very specific statement.

I'll use an example, and you may not understand the problem, but the step by step process is how to solve it.

*How many moles of Sodium are in a 120.0g sample of Sodium?*

#### Step 1: Identify Variables and Constants

To perform this calculation, write out what you're given and identify what dimension the value measures. Include units and give the number as written (to keep significant figures).

Mass = 120.0 g

Also, other information is provided. Though you will learn about it this year, with the periodic table, knowing that the substance is sodium will give you that the Molar Mass of Sodium is g/mol. Even though this isn't a variable, it is a constant (or tabulated value) so you should list it as well:

Mass = 120.0 g

Molar Mass = 23.0 g/mol (we always round our molar masses to one decimal)

Last, identify what it is you're trying to find. You can do this by writing the dimension you're looking for and signal it's the missing one with a "?".

Mass = 120.0 g

Molar Mass = 23.0 g/mol  $n$  (moles) = ??

So now you've listed out your 'givens,' you can either use this to identify what equation to use, or you can simply state the equation. Write the equation out that you're going to use.

$$\text{Molar Mass} = \text{mass}/\text{moles}$$

$$\text{Mass} = 120.0 \text{ g}$$

$$\text{Molar Mass} = 23.0 \text{ g/mol } n \text{ (moles)} = ??$$

In this case, we're using the Molar Mass equation where Molar Mass equals mass over moles.

Now, beneath the used equation, rearrange the equation to solve for the unit you're trying to find. Do this BEFORE you input your numbers in, so that you can see the proper rearrangement of the equation before it becomes a mess:

$$\text{Molar Mass} = \text{mass}/\text{moles} \quad \text{Moles} = \text{mass}/\text{molar mass}$$

$$\text{Mass} = 120.0 \text{ g}$$

$$\text{Molar Mass} = 23.0 \text{ g/mol } n \text{ (moles)} = ??$$

This requires algebra, but it's easier to do algebra with letters than with numbers and units. Once you have the variables declared and the equation solved for the variable you want to find, plug the numbers in:

$$\text{Molar Mass} = \text{mass}/\text{moles} \quad \text{Moles} = \text{mass}/\text{molar mass} \quad \text{Moles} = \frac{120.0 \text{ g}}{23.0 \text{ g/mol}}$$

$$\text{Mass} = 120.0 \text{ g}$$

$$\text{Molar Mass} = 23.0 \text{ g/mol } n \text{ (moles)} = ??$$

With the problem clearly described, the numbers clearly entered, it is time to check your work by checking the units. This is a form of dimensional analysis. If your units don't come out right, then something went wrong. To check this, cross out the units that cancel out in the numerator and denominator. In this case, grams cancels with grams and moles is left in the denominator of a denominator (this means it goes to the numerator; check your algebra books for this if this confuses you.)

$$\text{Molar Mass} = \text{mass}/\text{moles} \quad \text{Moles} = \text{mass}/\text{molar mass} \quad \text{Moles} = \frac{120.0 \text{ g}}{23.0 \text{ g/mol}}$$

$$\text{Mass} = 120.0 \text{ g}$$

$$\text{Molar Mass} = 23.0 \text{ g/mol } n \text{ (moles)} = ??$$

Finally, give your answer to the correct number of significant figures (in this case, 4 based on the measurement given in the original problem) and the correct unit.

moles Na

Molar Mass = mass/moles Moles = mass/molar mass Moles =  $\frac{120.0 \text{ g}}{23.0 \text{ g/mol}}$

Moles = 5.217391304347 = 5.217

Mass = 120.0 g

Molar Mass = 23.0 g/mol n (moles) = ??

Often times, units should include substances. Think logically on these counts. If you say "5.220 moles," the question is 'moles of what?' Say moles of Sodium or "mol Na" to be clear.

## SHOW YOUR WORK FAQ

Q: Do I have to show my work all the time?

A: When there is math or conversions involved, yes, it is appropriate to show your work.

Q: If I don't, can I lose points?

A: Frequently, and this also goes for work that is not coherent and clear. Don't make a grader search for the answer.

Q: What if that's how I solve a problem?

A: Unfortunately, SHOW YOUR WORK doesn't include the following:

Cross multiplying. This is not work, it's unsolved algebra problems, long division or addition/subtraction/multiplication that is written out. Use a calculator for these. Show me what the operation is neatly and then grab the calculator. A mess of numbers and lines that Pablo Picasso couldn't make sense of. Just writing it on the page doesn't count. Again: Don't make the grader search for the answer.

Q: Is this always how I should show my work?

A: Different teachers may expect different things from students, but this is the clearest and most evident way of showing your thought process, so you should get used to it.

Q: Should every number have a unit?

A: Yes. Always.\* A number without a unit is nothing.

\*There are exceptions to this rule, but you will be directed to when this is the case.