

AP Chemistry Final Study Guide

Unit 1: Atomic Structure and Properties (7%–9%)

- At STP, one mole of gas always occupies 22.4 L
- **Mass Spectroscopy:**
 - Atoms have different isotopes (carbon-12, carbon-14, etc) and this will affect the average atomic mass
 - The most abundant isotope will have the greatest effect
- **Coulomb's Law:**
 - The greater the charge of the nucleus, the more energy is required to ionize an electron
 - The closer an electron is to the nucleus, the more energy is required to ionize an electron
- **Electromagnetic Radiation:**
 - When atoms absorb energy, electrons jump to higher energy levels
 - When electrons drop from higher to lower energy levels, atoms give off electromagnetic radiation energy
- **Kinetic Energy of Ionized Electrons:**
 - The faster an ejected electron is going, the more kinetic energy it has
 - Electrons originally further away from the nucleus require less energy to eject, so it will have more kinetic energy
- **Electron Configuration:**
 - When entering the d-block (transition metals), the energy level drops by 1 unless you are using shorthand notation
 - Nickel: $1s^2 2s^2 2p^6 3s^2 3p^6 3d^8 4s^2$ (notice the d-block)
 - Nickel (with shorthand): $[\text{Ar}] 4s^2 3d^8$
- **Law of Definite Proportions:**
 - A pure chemical compound broken down into elements always contains elements of a fixed ratio, independent of where and how it was created
- **Law of Multiple Proportions:**
 - When elements form compounds, the proportions of the elements in those chemical compounds can be expressed in small whole number ratios
- **Aufbau Principle:**
 - When building up the electron configuration of an atom, electrons are placed in orbitals, subshells, and shells in order of increasing energy

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TD Snyder



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Annual Catalogue United States Air Force Academy, 1983 **United States Air Force Academy** United States Air Force Academy, *Final Environmental Impact Statement on NIH Guidelines for Research Involving Recombinant DNA Molecules: Appendices* National Institutes of Health (U.S.), 1977 **Final Environmental Impact Statement on NIH Guidelines for Research Involving Recombinant DNA Molecules** National Institutes of Health (U.S.), 1977 **Catalog and Announcement of North Dakota Agricultural College for ...**, 1907 Final Environmental Impact Statement on NIH Guidelines for Research Involving Recombinant DNA Molecules National Institute of Health (U.S.), 1977 **Resources in Education**, 1996-07 **National Guide to Funding for Elementary and Secondary Education**, 1997 **Public Works for Water and Power Development and Atomic Energy Commission Appropriation Bill, 1975** United States. Congress. House. Committee on Appropriations. Subcommittee on Public Works, 1974 **Public Works for Water and Power Development and Atomic Energy Commission Appropriations for Fiscal Year 1975** United States. Congress. Senate. Committee on Appropriations, 1974 *Research in Education*, 1969 **University Bulletin** University of California (System), 1984 Fossil Energy Update, 1982 *Electrical Experimenter*, 1928 *An Introductory Guide to EC Competition Law and Practice* Valentine Korah, 1994 Energy Research Abstracts, 1993 **Research in Education**, 1971 National Guide to Funding in Health, 2001 Geographical listing of nonprofit nongovernmental organizations that make funds available for health purposes Includes national regional and local foundations Entries give such information as financial data types of support and application information Geographical subject foundation indexes **Final Environmental Impact Statement on NIH Guidelines for Research Involving Recombinant DNA Molecules of June 23, 1976** National Institutes of Health (U.S.), National Institutes of Health (U.S.). Office of the Director, 1977 **Resources for Teaching Elementary School Science** National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution, 1996-03-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in *Resources for Teaching Elementary School Science* A completely revised edition of the best selling resource guide *Science for Children* *Resources for Teachers* this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure

that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education Resources for Teaching Elementary School Science also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents

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