

# STAAR CHEMISTRY REFERENCE MATERIALS



## ATOMIC STRUCTURE

$$\text{Speed of light} = (\text{frequency})(\text{wavelength}) \qquad c = f\lambda$$

$$\text{Energy} = (\text{Planck's constant})(\text{frequency}) \qquad E_{\text{photon}} = hf$$

$$\text{Energy} = \frac{(\text{Planck's constant})(\text{speed of light})}{(\text{wavelength})} \qquad E_{\text{photon}} = \frac{hc}{\lambda}$$

## BEHAVIOR OF GASES

$$\text{Total pressure of a gas} = \left( \begin{array}{c} \text{sum of the partial pressures} \\ \text{of the component gases} \end{array} \right) \qquad P_T = P_1 + P_2 + P_3 + \dots$$

$$(\text{Pressure})(\text{volume}) = (\text{moles})(\text{ideal gas constant})(\text{temperature}) \qquad PV = nRT$$

$$\frac{(\text{Initial pressure})(\text{initial volume})}{(\text{Initial moles})(\text{initial temperature})} = \frac{(\text{final pressure})(\text{final volume})}{(\text{final moles})(\text{final temperature})} \qquad \frac{P_1V_1}{n_1T_1} = \frac{P_2V_2}{n_2T_2}$$

$$(\text{Initial pressure})(\text{initial volume}) = (\text{final pressure})(\text{final volume}) \qquad P_1V_1 = P_2V_2$$

$$\frac{(\text{Initial volume})}{(\text{Initial temperature})} = \frac{(\text{final volume})}{(\text{final temperature})} \qquad \frac{V_1}{T_1} = \frac{V_2}{T_2}$$

$$\frac{(\text{Initial volume})}{(\text{Initial moles})} = \frac{(\text{final volume})}{(\text{final moles})} \qquad \frac{V_1}{n_1} = \frac{V_2}{n_2}$$

## SOLUTIONS

$$\text{Molarity} = \frac{\text{moles of solute}}{\text{liter of solution}} \qquad M = \frac{\text{mol}}{\text{L}}$$

$$\text{Ionization constant of water} = \left( \begin{array}{c} \text{hydrogen ion} \\ \text{concentration} \end{array} \right) \left( \begin{array}{c} \text{hydroxide ion} \\ \text{concentration} \end{array} \right) \qquad K_w = [\text{H}^+][\text{OH}^-]$$

$$\left( \begin{array}{c} \text{Volume of} \\ \text{solution 1} \end{array} \right) \left( \begin{array}{c} \text{molarity of} \\ \text{solution 1} \end{array} \right) = \left( \begin{array}{c} \text{volume of} \\ \text{solution 2} \end{array} \right) \left( \begin{array}{c} \text{molarity of} \\ \text{solution 2} \end{array} \right) \qquad V_1M_1 = V_2M_2$$

$$\text{pH} = -\log(\text{hydrogen ion concentration}) \qquad \text{pH} = -\log[\text{H}^+]$$

## THERMOCHEMISTRY

$$\text{Heat gained or lost} = (\text{mass}) \left( \begin{array}{c} \text{specific} \\ \text{heat} \end{array} \right) \left( \begin{array}{c} \text{change in} \\ \text{temperature} \end{array} \right) \qquad Q = mc_p\Delta T$$

$$\text{Enthalpy of reaction} = \left( \begin{array}{c} \text{enthalpy} \\ \text{of products} \end{array} \right) - \left( \begin{array}{c} \text{enthalpy} \\ \text{of reactants} \end{array} \right) \qquad \Delta H = \Delta H_f^\circ(\text{products}) - \Delta H_f^\circ(\text{reactants})$$

# Key To The Staar Chemistry Assessment Activities

**Brendan G. Carr**



## Key To The Staar Chemistry Assessment Activities:

Passing the Principal TExES Exam Elaine L. Wilmore, 2013-04-12 Your guide to acing the TExEs exam This best selling handbook is the definitive resource for prospective principals who want to boost student performance and demonstrate outstanding school leadership Thoroughly updated to address the completely revamped TExES exam this new edition details The domains and competencies of successful school leadership The leadership philosophy on which TExES is constructed A sample test and important areas to focus on What to do in the weeks days and even the night before the test An extensive list of additional resources to supplement each domain Forthcoming Books Rose Arny, 1997-12 **Books in Print**, 1993-09 V 1 Authors A D v 2 Authors E K v 3 Authors L R v 4 S Z v 5 Titles A D v 6 Titles E K v 7 Titles L Q v 8 Titles R Z v 9 Out of print out of stock indefinitely v 10 Publishers **Activities & Assessment Pack** George Burton, 1994 **Living by**

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**Prescribed Practical Activities** David Hawley, Scottish Consultative Council on the Curriculum, 2000 **Activities & Assessment Pack** George Burton, John Holman, Gwen Pilling, University of York. Science Education Group, 1994

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web mar 25 2015 with the peppered moths simulation you take on the role of the hunter and learn at least one reason why you might eat one moth instead of another as you select certain moths you can change how many dark or light moths there are in the population

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web 1 describe how the population of moths changed in each generation for both the newspaper and the white moths 2 what moth coloration is the best adaptation for a dark newspaper background how do you know 3 how does the simulation model natural selection 4 examine the table and construct a graph

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web apr 7 2023 in this simulation from ask a biologist at arizona state university students act as birds and eat peppered moths of different colors preparatory reading materials introduce students to peppered moths natural selection and the scientist who worked to identify natural selection in the moths

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web the peppered moth is widespread in britain and ireland and frequently found in ordinary back gardens yet its amazing story has made it famous all over the world it is one of the best known examples of evolution by natural selection darwin s great discovery and is often referred to as darwin s moth



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web aug 4 2015 illustrated by sabine deviche show hide words to know blending in you walk over the tan colored sand of the empty desert you are mid stride through a set when a rattlesnake appears out of the sand in front of you rattling its

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web the only factor different between the two types of moths is the color of the wings your role in the simulation is that of a predator guide the bird with the mouse to the moths click on the moth with the mouse to eat the moth every time you eat a moth you will hear the crunch of an exoskeleton if you miss the moth you will hear the bird call

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web guide the bird to the moths click on the moth to eat it you have one minute to eat as many moths as you can see what impact eating more light or dark moths has on moth population

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web the chance that the bird will see and eat the moth depends on the color contrast between insect and bark the predation will range from 0 to 50 or from 0 to 99 which can be selected by the user the relation between color contrast and percentage predation can be a straight line or a curved line see graphs below

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