

Gr 11 Chemistry – MORE STOICHIOMETRY PROBLEMS

- Why is the actual yield of a reaction almost always smaller than the theoretical yield?
- Hemoglobin has the formula $C_{29}H_{466}N_{82}O_{62}S_6Fe_4$. Determine the mass of hemoglobin molecules in an average adult. The average adult has about 5.0 L of blood. Every mL of blood has approximately 5.0×10^9 erythrocytes (RBC red blood cell), and every one of those has about 2.8×10^8 hemoglobin molecules. **760 g**
- A person consumes 856 g of glucose over a certain period. It is digested and undergoes cellular respiration in their cells. Determine the mass of carbon dioxide produced. **1.25 kg**
- Methanol undergoes combustion in air (oxygen). If 209 g of methanol are used, what mass of water is produced? **245 g**
- Urea, $(NH_2)_2CO$, is prepared by reacting ammonia with carbon dioxide. The other product is water. 637.2 g of ammonia are reacted with 1142 g of carbon dioxide.
 - Which is the limiting reagent? **NH_3**
 - What mass of urea is produced? **1123 g**
 - What mass of the excess reagent remains unreacted? **319 g**
- Aluminum reacts with iron(III) oxide to produce aluminum oxide and pure iron. 124 g of aluminum react with 601 g of iron(III) oxide. What mass of aluminum oxide is produced? What mass of the excess reagent remains unreacted? **234 g 234 g**
- Titanium metal is prepared by reacting titanium(IV) chloride with molten magnesium in a single displacement reaction. 3.54×10^4 kg of titanium(IV) chloride are reacted with 1.13×10^4 kg of magnesium. Determine the theoretical yield of the titanium. If 7.91×10^3 kg of titanium are obtained, determine the % yield. **88.54%**
- Vanadium metal is used in steel alloys. It is possible to produce it by reacting vanadium(V) oxide with calcium. Determine the theoretical yield of the pure vanadium metal if 1.54 kg of vanadium(V) oxide reacts with 1.96 kg of calcium. If 803 g of vanadium are produced, determine also the % yield. **86.3 g 93.1%**
- The depletion of ozone in the stratosphere is of great concern. Ozone can react with nitrogen monoxide to produce oxygen gas and nitrogen dioxide. If 0.740 g of ozone reacts with 0.670 g of nitrogen monoxide, what mass of nitrogen dioxide is produced? What mass of the excess reagent is unreacted? **0.709 g 0.207 g**
- 6.00 kg of calcium fluoride reacts with sulfuric acid and yields 2.86 kg of hydrogen fluoride. Calculate the % yield. **93.0%**
- Nitroglycerin ($C_3H_5(NO_3)_3$) is a powerful explosive. Its decomposition produces gaseous nitrogen, carbon dioxide, water and oxygen. The reaction speed together with the rapid expansion of the gaseous products produces the explosion. What is the maximum amount of oxygen (in grams) that can be obtained from 2.00×10^2 g of nitroglycerin? Calculate the % yield if the actual amount of oxygen obtained is 6.55 g. **7.05 g 93.0%**
- One of the reactions, when iron ore is converted to cast iron, is iron(III) oxide + carbon monoxide \rightarrow iron + carbon dioxide. If 1.64×10^3 kg of iron are obtained from a 2.62×10^3 kg sample of iron(III) oxide. Assuming the reaction goes to completion, what is the % purity of the iron(III) oxide in the original sample? **89.6%**
- Carbon dioxide is a product of cellular respiration. If the average person consumes 5.0×10^2 g of glucose per day, calculate the mass of carbon dioxide produced per year. Current population is 8.073 billion. **2.2×10^{12} g**
- Titanium(IV) oxide is a pigment in plastics and paints. It is produced by the action of sulfuric acid on the mineral ilmenite ($FeTiO_3$). The other products are iron(II) sulfate and water. 8.00×10^3 kg of the ilmenite yielded 3.67×10^3 kg of the titanium(IV) oxide. What is the % yield of the reaction? **87.1%**
- It is estimated that the day Mt. St. Helens erupted, about 4.0×10^5 t (1 tonne = 1000 kg) of sulfur dioxide were released into the atmosphere. If it was all converted to sulfurous acid upon reaction with water, what mass of sulfurous acid was produced? **5.1×10^5 t**

Stoichiometry Problems Year 11

Georgios Tsaparis



Stoichiometry Problems Year 11:

The World of Science Education ,2009-01-01 Each volume in the 7 volume series The World of Science Education reviews research in a key region of the world These regions include North America South and Latin America Asia Australia and New Zealand Europe and Israel Arab States and Sub Saharan Africa The focus of this Handbook is on science education in Arab states and the scholarship that most closely supports this program The reviews of the research situate what has been accomplished within a given field in an Arab rather than an international context The purpose therefore is to articulate and exhibit regional networks and trends that produced specific forms of science education The thrust lies in identifying the roots of research programs and sketching trajectories focusing the changing face of problems and solutions within regional contexts The approach allows readers to review what has been done and accomplished what is missing and what might be done next Writing and Learning in the Science Classroom Carolyn S. Wallace,Brian B. Hand,Vaughan Prain,2004-03-31

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Professor Hannah Sevan University of Massachusetts Boston **Research on Education in Africa, the Caribbean, and**

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H. Wandersee, Joseph D. Novak, 2005-02-21 *Teaching Science for Understanding* *Intelligent Tutoring Systems* Mitsuru

Ikeda, Kevin Ashlay, Tak-Wai Chan, 2006-06-09 This book constitutes the refereed proceedings of the 8th International Conference on Intelligent Tutoring Systems ITS 2006 held in Jhongli Taiwan June 2006 The book presents 67 revised full papers and 40 poster papers together with abstracts of 6 keynote talks organized in topical sections on assessment authoring tools bayesian reasoning and decision theoretic approaches case based and analogical reasoning cognitive models collaborative learning e learning and web based intelligent tutoring systems and more

Resources in Education, 1994

Chemistry Education and Contributions from History and Philosophy of Science Mansoor Niaz, 2015-12-23 This book explores the relationship between the content of chemistry education and the history and philosophy of science HPS framework that underlies such education It discusses the need to present an image that reflects how chemistry developed and progresses It proposes that chemistry should be taught the way it is practiced by chemists as a human enterprise at the interface of scientific practice and HPS Finally it sets out to convince teachers to go beyond the traditional classroom practice and explore new teaching strategies The importance of HPS has been recognized for the science curriculum since the middle of the 20th century The need for teaching chemistry within a historical context is not difficult to understand as HPS is not far below the surface in any science classroom A review of the literature shows that the traditional chemistry classroom curricula and textbooks while dealing with concepts such as law theory model explanation hypothesis observation evidence and idealization generally ignore elements of the history and philosophy of science This book proposes that the

conceptual understanding of chemistry requires knowledge and understanding of the history and philosophy of science Professor Niaz's book is most welcome coming at a time when there is an urgently felt need to upgrade the teaching of science The book is a huge aid for adding to the usual way presenting science as a series of mere facts also the necessary mandate to show how science is done and how science through its history and philosophy is part of the cultural development of humanity Gerald Holton Mallinckrodt Professor of Physics these are valence bond VB and molecular orbital MO theories He emphasizes the importance of having rival theories and interpretations in science and its advancement He further argues that this VB MO rivalry is still alive and together the two conceptual frames serve as the tool kit for thinking and doing chemistry in creative manners The author surveys chemistry textbooks in the light of the how the books preserve or not the balance between the two theories in describing various chemical phenomena This Talmudic approach of conceptual tension is a universal characteristic of any branch of evolving wisdom As such Mansoor's book would be of great utility for chemistry teachers to examine how can they become more effective teachers by recognizing the importance of conceptual tension Sason Shaik Saere K and Louis P Fiedler Chair in Chemistry Director The Lise Meitner Minerva Center for Computational Quantum Chemistry The Hebrew University of Jerusalem ISRAEL

Stoichiometry and Thermodynamics of Metallurgical Processes Y. K. Rao, 1985-10-31 Originally published in 1985 this textbook provides a thorough and comprehensive coverage of a wide range of topics in stoichiometry and thermodynamics with special emphasis on applications to metallurgical processes This book will be welcomed as a text for courses in elementary and advanced thermodynamics and stoichiometry

Learning to Solve Problems David H. Jonassen, 2004-05-03 Learning to Solve Problems is a much needed book that describes models for designing interactive learning environments to support how to learn and solve different kinds of problems Using a research based approach author David H Jonassen a recognized expert in the field shows how to design instruction to support three kinds of problems story problems troubleshooting and case and policy analysis problems Filled with models and job aids this book describes different approaches for representing problems to learners and includes information about technology based tools that can help learners mentally represent problems for themselves Jonassen also explores methods for associating different solutions to problems and discusses various processes for reflecting on the problem solving process Learning to Solve Problems also includes three methods for assessing problem solving skills performance assessment component skills and argumentation

Problems and Problem Solving in Chemistry Education Georgios Tsapalis, 2021-05-17 Problem solving is central to the teaching and learning of chemistry at secondary tertiary and post tertiary levels of education opening to students and professional chemists alike a whole new world for analysing data looking for patterns and making deductions As an important higher order thinking skill problem solving also constitutes a major research field in science education Relevant education research is an ongoing process with recent developments occurring not only in the area of quantitative computational problems but also in qualitative problem solving

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Tests and quizzes, 1987 *Foundations of College Chemistry* Morris Hein, Susan Arena, Cary Willard, 2016-08-02. This text is an unbound three-hole punched version. Used by over 750,000 students. *Foundations of College Chemistry* Binder Ready Version, 15th Edition, is praised for its accuracy, clear, no-nonsense approach, and direct writing style. *Foundations'* direct and straightforward explanations focus on problem-solving, making it the most dependable text on the market. Its comprehensive scope, proven track record, outstanding in-text examples, and problem sets were all designed to provide instructors with a solid text while not overwhelming students in a difficult course. *Foundations* fits into the prep/intro chemistry courses, which often include a wide mix of students from science majors not yet ready for general chemistry, allied health students in their 1st semester of a GOB sequence, science education students for elementary school teachers, to the occasional liberal arts student fulfilling a science requirement. *Foundations* was specifically designed to meet this wide array of needs.

Reviewing **Stoichiometry Problems Year 11**: Unlocking the Spellbinding Force of Linguistics

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