

Julianne  
Partner: Caden Long  
Mrs. Reid (Chemistry)  
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**Title:** What Is Chemical Reaction?

**Introduction:** The goal of this experiment is to determine chemical properties of hydrochloric acid and copper chloride; identify the evidence that we can gather to find out which chemical change that occurred, whether in nature or laboratory; if the law of conservation of mass applies to a sample chemical reaction in one of these series. A chemical change is defined as a variable composition and properties of substance. There are many types of observable changes such as formation of solid precipitate upon mixing two solutions; release of gas bubbles that are not due to a physical change; a color change that does not result from dilution or color mixing; or a temperature change that is not caused by the external heating or cooling. For instance, a nail can become tarnished when it gets old as new substances begin to take the place of the old substances of the nail. Still, it is physically a nail but the "formula" differentiates. The nail now has been oxidized. If you are a cook, you are now a food scientist. Chemical changes don't have to occur in the lab all the time, they can actually be right there in your kitchen. Think of a simple breakfast recipe like scrambled eggs. Cooking an egg uses a chemical reaction because the heat polymerizes proteins in egg white, while the hydrogen and sulfur in the yolk can react to form hydrogen sulfide gas. Same thing happens with cooked meats, and cake.

**Objective:** to examine the chemical properties of hydrochloric acid and copper chloride, to identify the types of reactions that they undergo, and to determine the law of conservation of mass applies to a sample chemical reaction.

**Hypothesis:** as acid is a hazardous chemical, the samples might experience corroding or discolor as soaking in the hydrochloric solution. The samples may not react as dramatically to copper chloride as hydrochloric because it does not have an acid name.

**Result:**

Data Table A: Reactions of Hydrochloric Acid

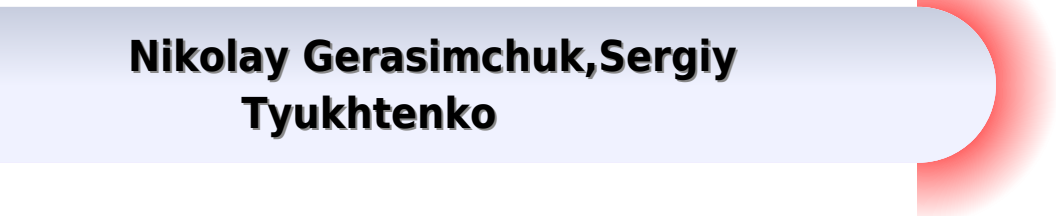
Initial appearance of HCl Solutions: transparent, and clear liquid

Initial temperature of HCl solutions: 74° F

| Reaction Well | Reagents                 | Observations                                      |
|---------------|--------------------------|---------------------------------------------------|
| 1             | HCl + NaOH               | After 1 minute: 72° F<br>Litmus paper turns pink. |
| 2             | HCl + NaHCO <sub>3</sub> | Bubble frizzing, temperature decreases            |
| 3             | HCl + AgNO <sub>3</sub>  | Foam occurs in the beginning, then the solution   |

# Chemical Reaction Lab Report

**Nikolay Gerasimchuk, Sergiy  
Tyukhtenko**



## **Chemical Reaction Lab Report:**

**America's Lab Report** National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Science Education, Committee on High School Laboratories: Role and Vision, 2006-01-20 Laboratory experiences as a part of most U S high school science curricula have been taken for granted for decades but they have rarely been carefully examined What do they contribute to science learning What can they contribute to science learning What is the current status of labs in our nation s high schools as a context for learning science This book looks at a range of questions about how laboratory experiences fit into U S high schools What is effective laboratory teaching What does research tell us about learning in high school science labs How should student learning in laboratory experiences be assessed Do all student have access to laboratory experiences What changes need to be made to improve laboratory experiences for high school students How can school organization contribute to effective laboratory teaching With increased attention to the U S education system and student outcomes no part of the high school curriculum should escape scrutiny This timely book investigates factors that influence a high school laboratory experience looking closely at what currently takes place and what the goals of those experiences are and should be Science educators school administrators policy makers and parents will all benefit from a better understanding of the need for laboratory experiences to be an integral part of the science curriculum and how that can be accomplished

**Chemistry (Teacher Guide)** Dr. Dennis Englin, 2018-02-26 This book was created to help teachers as they instruct students through the Master s Class Chemistry course by Master Books The teacher is one who guides students through the subject matter helps each student stay on schedule and be organized and is their source of accountability along the way With that in mind this guide provides additional help through the laboratory exercises as well as lessons quizzes and examinations that are provided along with the answers The lessons in this study emphasize working through procedures and problem solving by learning patterns The vocabulary is kept at the essential level Practice exercises are given with their answers so that the patterns can be used in problem solving These lessons and laboratory exercises are the result of over 30 years of teaching home school high school students and then working with them as they proceed through college Guided labs are provided to enhance instruction of weekly lessons There are many principles and truths given to us in Scripture by the God that created the universe and all of the laws by which it functions It is important to see the hand of God and His principles and wisdom as it plays out in chemistry This course integrates what God has told us in the context of this study Features Each suggested weekly schedule has five easy to manage lessons that combine reading and worksheets Worksheets quizzes and tests are perforated and three hole punched materials are easy to tear out hand out grade and store Adjust the schedule and materials needed to best work within your educational program Space is given for assignments dates There is flexibility in scheduling Adapt the days to your school schedule Workflow Students will read the pages in their book and then complete each section of the teacher guide They should be encouraged to complete as many of

the activities and projects as possible as well Tests are given at regular intervals with space to record each grade About the Author DR DENNIS ENGLIN earned his bachelor s from Westmont College his master of science from California State University and his EdD from the University of Southern California He enjoys teaching animal biology vertebrate biology wildlife biology organismic biology and astronomy at The Master s University His professional memberships include the Creation Research Society the American Fisheries Association Southern California Academy of Sciences Yellowstone Association and Au Sable Institute of Environmental Studies      **E-biology II (science and Technology)' 2003 Ed. ,**

**Inorganic Synthesis** Nikolay Gerasimchuk,Sergiy Tyukhtenko,2019-10-24 This book is designed to develop important practical skills for chemistry majors interested in synthetic chemistry It will serve to teach students proper techniques for the preparation and handling of a variety of inorganic and coordination compounds It shows them how to conduct thermal decomposition reactions prepare moderately air sensitive and moisture sensitive compounds and characterise obtained metal complexes using a variety of physical methods This volume is well illustrated with colour photos schemes and figures that allow safe step by step work on assigned laboratory experiments There are extensive pre lab instructions for techniques concepts and topics of experiments and complete initial introductions to the methods used during the lab are also provided Because of its clearly presented content with numerous practical examples this book will be of great interest to chemistry professionals working in industry      Ninth Symposium (International) on Combustion Sam Stuart,2013-09-11 Ninth Symposium International on Combustion covers the proceedings of the Ninth Symposium International on Combustion held at Cornell University in Ithaca New York on August 27 to September 1 1962 under the auspices of the Combustion Institute The book focuses on the processes and reactions involved in combustion The selection first offers information on flame strength of propane oxygen flames at low pressures in turbulent flow and mixing and flow in ducted turbulent jets Topics include radial profile of the jetting velocity radial growth of the jet and mixing zones of a ducted jet The text then elaborates on turbulent flame studies in two dimensional open burners turbulent mass transfer and rates of combustion in confined turbulent flames and flame stabilization in a boundary layer The publication examines the theoretical study of properties of laminar steady state flames as a function of properties of their chemical components and spectra of alkali metal organic halide flames The text then takes a look at the thermal radiation theory for plane flame propagation in coal dust clouds flame characteristics of the diborane hydrazine system and studies of the combustion of dimethyl hydrazine and related compounds The selection is a dependable reference for readers interested in the processes and reactions involved in combustion

*Reaction Rates for High-temperature Air with Carbon and Sodium Impurities* Mina L. Carnicom,1968 The values used by a number of investigators for the rate constants of high temperature greater than or equal to 1000 K homogeneous gaseous reactions involving species of the elements nitrogen oxygen carbon and sodium have been compiled and are presented in tabular form Included are reactions involving neutral species charged species free electrons some species in excited

electronic or vibrational states and radiative processes      Interactions of Matter Christine Caputo,2010 A look at how different elements interact in chemical reactions to form compounds with new properties      **Power Tools** Jeanne Dyches,Ashley S. Boyd,Katherine Baker,Alex Kaulfuss,2023-10-11 Virtually all national standards now require students and teachers to understand the particulars of disciplinary literacy But recently emerging scholarship suggests that disciplinary literacy is by itself an incomplete and potentially problematic approach to secondary literacy instruction By asking students to think like or even be like experts students may receive implicit messaging about whose knowledge is and isn't valued Critical disciplinary literacy CDL creates space for and highlights connections between critical literacies and disciplinary literacies CDL acknowledges disciplines as unique communities with their own specialized and often exclusionary skills norms practices and discourses but deviates from conventional applications of disciplinary literacy by responding to the ways in which power systems and the analytic skills needed to understand them work differently based on the disciplines at hand A CDL instructional approach acknowledges that applying the critical literacy skills of reading the word and the world to understand the power dynamics of vaccine distributions requires a different skill set and strategy approach than looking at textual representations of masculinity in Romeo and Juliet Written by a team of educators with over 70 combined years of classroom experience **Power Tools 30 Critical Disciplinary Literacy Strategies for 6-12 Classrooms** offers readers research based multidisciplinary ready to implement disciplinary literacy strategies from critical literacy lenses The book sets itself apart from other strategy textbooks by offering creative strategy implementation that calls attention to power systems Educators can learn for example how they might employ read alouds to explore the global refugee crisis or use the exit ticket strategy to help students reflect on the relationship between race and COVID statistics experiences **Power Tools 30 Critical Disciplinary Literacy Strategies for 6-12 Classrooms** provides standards aligned lessons that both challenge and extend traditional engagement practices to build a more just world Each chapter includes An overview of each strategy situated within the research of best practices Two disciplinary examples for each CDL strategy e.g. an example of a CDL think aloud in seventh grade math and tenth grade ELA classroom Chapters provide resources such as examples of student work discussion prompts dialogue between teacher and students and reprintables Ideas for addressing resistance to CDL instruction Preservice and in service teachers as well as teacher educators and researchers looking to do and support justice oriented work in disciplinary spaces will find value in the book **Power Tools** is an ideal text to implement in courses such as Disciplinary Literacy Secondary Literacy Content Area Literacy Methods Strategies for Teaching Social Justice Multicultural Education ELA methods Science methods Social Studies methods and Mathematics methods      Conference Proceeding. New Perspectives in Scienze Education Pixel,2016-03-04      Subject Index to Unclassified ASTIA Documents Defense Documentation Center (U.S.),1960

## **Chemical Reaction Lab Report** Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Chemical Reaction Lab Report**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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