

## Welcome to CP Chemistry! 😊

I'm glad that after taking Biology in freshman year, you have decided it's time for CP Chemistry in the sophomore year. The class will be challenging, but the biggest factor in determining your success will be the amount of effort you put into the class. If you do the reading assignments and homework, you can definitely be successful in the class and ultimately on the Semester exam.

We have a lot of material to cover in this class, so we will start off by making sure that we all have the basics down. **Over the summer, you are responsible for doing the worksheets in this review packet. They are due on the first day of school and will be your first grade! You will have a test on this material at the end of the first week of school.** The material in this packet should be mostly review from your Biology class and some new information that you will find by exploring and reading your textbook.

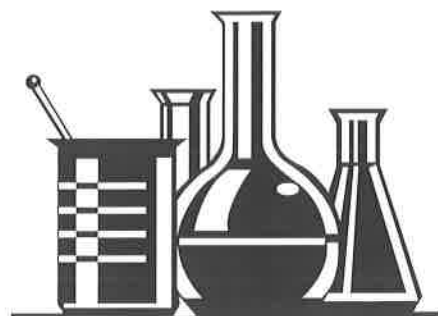
If you get stuck on a problem or a certain type of problem, try moving on to the next part. These problems cover a wide variety of topics, so you might be able to do the next part and then go back to the previous ones later.

I would also recommend that you buy the Chemistry textbook in advance. Textbook is an important resource and will be **extremely helpful in completing your summer work.** You do have the option of purchasing either hard copy or the online I-pad version. Read the introductory information on how to best utilize the textbook to your advantage, this will be very helpful as semester progresses.

**I hope that you will work on this homework assignment throughout the summer, and not put it all off until the last minute.** Hopefully, you will get started early and not have any excuses for not having your work done on the first day of school!

In addition, please feel free to email me at any point during the summer if you have questions or concerns, or just need help on a homework problem. My email address is [Harshal.patolia@saintjosephprep.org](mailto:Harshal.patolia@saintjosephprep.org). I am really looking forward to this class, and I hope you are too. Good luck, and have fun with that scientific method!

Mr. Patolia



# Introduction to Chemistry

## Section 1.1 The Stories of Two Chemicals

*In your textbook, read about the ozone layer.*

Use each of the terms below just once to complete the passage.

atmosphere	oxygen gas	ozone	ozone hole
stratosphere	troposphere	ultraviolet radiation	

Earth's (1) \_\_\_\_\_ is made up of several layers. The air we breathe makes up the lowest level. This layer is called the (2) \_\_\_\_\_. The next layer up is called the (3) \_\_\_\_\_. This level contains a protective (4) \_\_\_\_\_ layer.

Ozone forms when (5) \_\_\_\_\_ is struck by ultraviolet radiation in the upper part of the stratosphere. The ozone forms a layer around Earth, which absorbs (6) \_\_\_\_\_. Without ozone, you are more likely to get a sunburn or possibly skin cancer. The thinning of the ozone layer, called the (7) \_\_\_\_\_, is worrisome because without ozone all organisms on Earth are subject to harm from too much radiation.

*In your textbook, read about chlorofluorocarbons.*

For each statement below, write *true* or *false*.

- \_\_\_\_\_ 8. CFC is another name for a chlorofluorocarbon.
- \_\_\_\_\_ 9. CFCs are made up of carbon, fluorine, and cesium.
- \_\_\_\_\_ 10. All CFCs are synthetic chemicals.
- \_\_\_\_\_ 11. CFCs usually react readily with other chemicals.
- \_\_\_\_\_ 12. CFCs were developed as replacements for toxic refrigerants.

**CHAPTER 1** **STUDY GUIDE FOR CONTENT MASTERY**

**Section 1.2 Chemistry and Matter**

*In your textbook, read about chemistry and matter.*

**Define each term.**

1. chemistry

\_\_\_\_\_

2. matter

\_\_\_\_\_

3. mass

\_\_\_\_\_

**Write each term below under the correct heading. Use each term only once.**

air	magnetic field	car	feeling	heat	human body
light	radio	radio wave	flashlight	textbook	thought

**Made of Matter**

**Not Made of Matter**

4. \_\_\_\_\_

10. \_\_\_\_\_

5. \_\_\_\_\_

11. \_\_\_\_\_

6. \_\_\_\_\_

12. \_\_\_\_\_

7. \_\_\_\_\_

13. \_\_\_\_\_

8. \_\_\_\_\_

14. \_\_\_\_\_

9. \_\_\_\_\_

15. \_\_\_\_\_

**For each statement below, write *true* or *false*.**

\_\_\_\_\_ 16. The mass of an object can vary with the object's location.

\_\_\_\_\_ 17. A mass measurement includes the effect of Earth's gravitational pull on the object being measured.

\_\_\_\_\_ 18. Scientists measure the amount of matter in terms of mass.

\_\_\_\_\_ 19. Subtle differences in weight exist at different locations on Earth.

\_\_\_\_\_ 20. Your mass on the Moon would be smaller than your mass on Earth.

**CHAPTER 1**

**STUDY GUIDE FOR CONTENT MASTERY**

**Section 1.2** *continued*

**Identify each branch of chemistry described.**

**21.** The study of the matter and processes of living things

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**22.** The study of carbon-containing chemicals

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**23.** The study of the components and composition of substances

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**24.** The study of matter that does not contain organic chemicals

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**25.** The study of the behavior and changes of matter and the related energy changes

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**For each branch of chemistry in Column A, write the letter of the item in Column B that pertains to that branch.**

**Column A**

**Column B**

\_\_\_\_\_ **26.** Organic chemistry

**a.** reaction mechanisms

\_\_\_\_\_ **27.** Physical chemistry

**b.** minerals

\_\_\_\_\_ **28.** Biochemistry

**c.** plastics

\_\_\_\_\_ **29.** Analytical chemistry

**d.** metabolism

\_\_\_\_\_ **30.** Inorganic chemistry

**e.** quality control

**Answer the following questions.**

**31.** Compare the macroscopic world with the submicroscopic world.

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**32.** Why are chemists interested in the submicroscopic description of matter?

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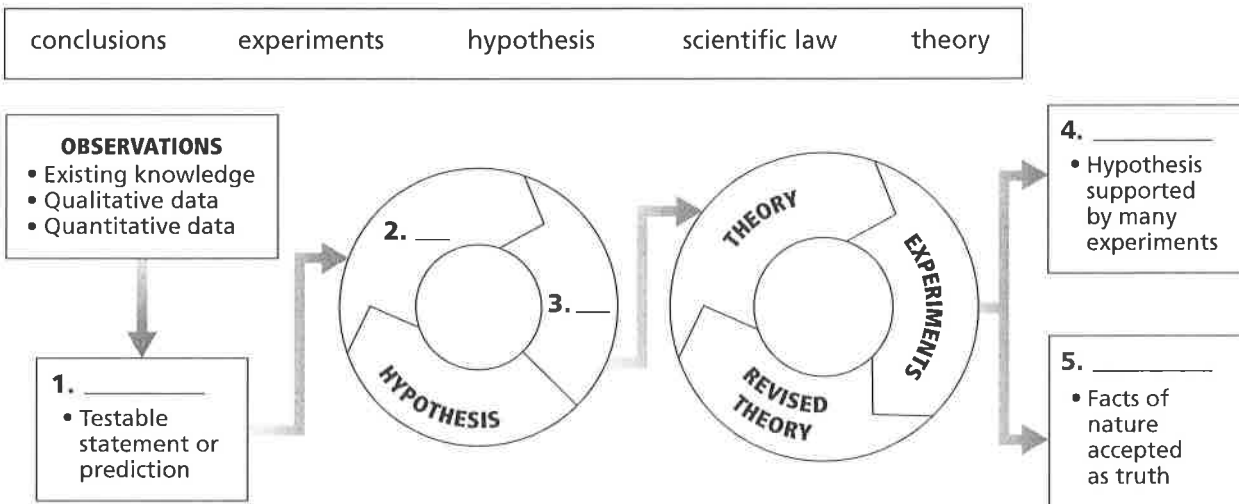
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**CHAPTER 1 STUDY GUIDE FOR CONTENT MASTERY**

**Section 1.3 Scientific Methods**

*In your textbook, read about a systematic approach that scientists use.*

Use the words below to complete the concept map. Write your answers in the spaces below the concept map.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

For each item in Column A, write the letter of the matching item in Column B.

Column A	Column B
<p>_____ 6. Refers to physical characteristics such as color, odor, or shape</p> <p>_____ 7. Refers to mass, volume, and temperature measurements</p> <p>_____ 8. A variable controlled by the experimenter</p> <p>_____ 9. The act of gathering information</p> <p>_____ 10. Changes in value based on the value of the controlled variable</p>	<p>a. observation</p> <p>b. qualitative data</p> <p>c. quantitative data</p> <p>d. independent variable</p> <p>e. dependent variable</p>

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**CHAPTER 1****STUDY GUIDE FOR CONTENT MASTERY****Section 1.3** *continued*

Circle the letter of the choice that best completes the statement.

- 11.** A constant is a factor that
- a. changes during an experiment.
  - b. changes from one lab group to another.
  - c. is affected by the dependent variable.
  - d. is not allowed to change during an experiment.
- 12.** A control is a
- a. variable that changes during an experiment.
  - b. standard for comparison.
  - c. type of dependent variable.
  - d. type of experiment.
- 13.** A hypothesis is a(n)
- a. set of controlled observations.
  - b. explanation supported by many experiments.
  - c. tentative explanation of observations.
  - d. law describing a relationship in nature.
- 14.** A theory is a(n)
- a. set of controlled observations.
  - b. explanation supported by many experiments.
  - c. tentative explanation of observations.
  - d. law describing a relationship in nature.
- 15.** A model is a(n)
- a. visual, verbal, and/or mathematical explanation of how things occur.
  - b. explanation that is supported by many experiments.
  - c. description of a relationship in nature.
  - d. tentative explanation about what has been observed.

In the space at the left, write the word or phrase in parentheses that correctly completes the statement.

- \_\_\_\_\_ **16.** Molina and Rowland used a (model, scientific method) to learn about CFCs in the atmosphere.
- \_\_\_\_\_ **17.** Their hypothesis was that CFCs break down in the stratosphere due to interactions with (ultraviolet light, oxygen).
- \_\_\_\_\_ **18.** Molina and Rowland thought that these interactions produced a chemical that could break down (chlorine, ozone).
- \_\_\_\_\_ **19.** To test their (data, hypothesis), Molina and Rowland examined interactions that occur in the stratosphere.
- \_\_\_\_\_ **20.** Based on their data, Molina and Rowland developed a (hypothesis, model) that explained how CFCs destroy ozone.
- \_\_\_\_\_ **21.** Molina and Rowland concluded that (chlorine, radiation) formed by the breakdown of CFCs in the stratosphere reacts with ozone and destroys it.

### Section 1.4 Scientific Research

*In your textbook, read about types of scientific investigations.*

For each description below, write *A* for applied research or *P* for pure research.

- \_\_\_\_\_ 1. Is undertaken to solve a specific problem
- \_\_\_\_\_ 2. Seeks to gain knowledge for the sake of knowledge itself
- \_\_\_\_\_ 3. Is used to find CFC replacements
- \_\_\_\_\_ 4. Was conducted by Molina and Rowland

*In your textbook, read about students in the laboratory and the benefits of chemistry.*

Answer the following questions.

5. When should you read the label on a chemical container?

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6. What do scientists usually do when a scientific problem first arises?

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7. What kinds of clothing should not be worn in the lab?

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8. What is technology?

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9. Which type of research would you be more interested in working in—pure research or applied research? Why?

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