



Texas Essential Knowledge and Skills

Correlation of Performance Descriptions

Performance Descriptions	Chemistry: Concepts and Applications Student Edition
1. Scientific Processes. The student, for at least 40% of instructional time, conducts field and laboratory investigations using safe, environmentally appropriate, and ethical practices.	
1(A) The student is expected to demonstrate safe practices during field and laboratory investigations.	8–9, 16–17, 21, 22, 25, 30, 38–39, 40, 56–57, 63, 77, 97, 100–101, 122, 135, 136–137, 166, 171, 172–173, 196, 205, 206–207, 220, 234, 236–237, 262, 266–267, 285, 312, 325, 328–329, 343, 357, 362–363, 375, 384–385, 408, 420, 422–423, 443, 452, 456–457, 482, 503, 504–505, 518, 532, 542–543, 557, 560–561, 568, 600, 606–607, 630, 646, 650–652, 653, 674–675, 688, 699, 712, 722–723, 726, 752–753, 763, 775
1(B) The student is expected to make wise choices in the use and conservation of resources and the disposal or recycling of materials.	8–9, 16–17, 21, 22, 25, 30, 38–39, 40, 56–57, 63, 77, 97, 100–101, 122, 135, 136–137, 166, 171, 172–173, 196, 205, 206–207, 220, 234, 236–237, 262, 266–267, 285, 312, 325, 328–329, 343, 357, 362–363, 375, 384–385, 408, 420, 422–423, 443, 452, 456–457, 482, 503, 504–505, 518, 532, 542–543, 557, 560–561, 568, 600, 606–607, 630, 646, 650–652, 653, 674–675, 688, 699, 712, 722–723, 726, 752–753, 763, 775
2. Scientific Processes. The student uses scientific methods during field and laboratory investigations.	
2(A) The student is expected to plan and implement investigative procedures including asking questions, formulating testable hypotheses, and selecting equipment and technology.	8–9, 16–17, 21, 22, 25, 30, 38–39, 40, 56–57, 63, 97, 100–101, 135, 136–137, 166, 171, 172–173, 196, 206–207, 220, 234, 236–237, 262, 266–267, 285, 312, 325, 328–329, 343, 357, 362–363, 375, 384–385, 408, 420, 422–423, 443, 452, 456–457, 482, 503, 504–505, 518, 532, 542–543, 557, 560–561, 568, 600, 606–607, 630, 646, 650–652, 653, 674–675, 688, 699, 712, 722–723, 726, 752–753, 763, 775
2(B) The student is expected to collect data and make measurements with precision.	8–9, 16–17, 21, 22, 25, 30, 38–39, 40, 56–57, 63, 77, 97, 100–101, 122, 135, 136–137, 166, 171, 172–173, 196, 205, 206–207, 220, 234, 236–237, 262, 266–267, 285, 312, 325, 328–329, 343, 357, 362–363, 375, 384–385, 408, 420, 422–423, 443, 452, 456–457, 482, 503, 504–505, 518, 532, 542–543, 557, 560–561, 568, 600, 606–607, 630, 646, 650–652, 653, 674–675, 699, 712, 722–723, 726, 752–753, 763, 775
2(C) The student is expected to express and manipulate chemical quantities using scientific conventions and mathematical procedures such as dimensional analysis, scientific notation, and significant figures.	21, 22, 25, 37, 38–39, 56–57, 63, 136–137, 166, 172–173, 196, 205, 206–207, 220, 234, 236–237, 266–267, 285, 328–329, 343, 357, 362–363, 384–385, 420, 422–423, 443, 452, 456–457, 482, 503, 504–505, 518, 532, 542–543, 557, 560–561, 568, 600, 606–607, 630, 646, 650–652, 674–675, 699, 712, 722–723, 726, 752–753, 763, 775
2(D) The student is expected to organize, analyze, evaluate, make inferences, and predict trends from data.	8–9, 16–17, 21, 22, 25, 30, 38–39, 40, 56–57, 63, 77, 100–101, 122, 135, 136–137, 166, 171, 172–173, 196, 205, 206–207, 220, 234, 236–237, 262, 266–267, 285, 312, 325, 328–329, 343, 357, 362–363, 375, 384–385, 408, 420, 422–423, 443, 452, 456–457, 482, 503, 504–505, 518, 532, 542–543, 557, 560–561, 568, 600, 606–607, 630, 646, 650–652, 674–675, 688, 699, 712, 722–723, 726, 752–753, 763, 775
2(E) The student is expected to communicate valid conclusions.	16–17, 19, 21, 22, 25, 30, 38–39, 40, 56–57, 63, 77, 100–101, 122, 135, 136–137, 166, 171, 172–173, 196, 205, 206–207, 220, 234, 236–237, 262, 266–267, 285, 312, 325, 328–329, 343, 357, 362–363, 375, 384–385, 408, 420, 422–423, 443, 452, 456–457, 482, 503, 504–505, 518, 532, 542–543, 557, 560–561, 600, 606–607, 630, 646, 650–652, 674–675, 699, 712, 722–723, 726, 752–753, 763, 775



Texas Essential Knowledge and Skills

Correlation of Performance Descriptions

Performance Descriptions	Chemistry: Concepts and Applications Student Edition
3. Scientific processes. The student uses critical thinking and scientific problem solving to make informed decisions.	
3(A) The student is expected to analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.	26, 32, 47, 58, 59, 60, 61, 63, 64–65, 69, 71, 72–73, 74, 76–77, 130–131, 132–133, 138–139, 140, 142–143, 147, 197, 216–217, 230, 231, 232, 240–241, 271, 280, 288–291, 307, 316–317, 320, 354–355, 386, 387, 390, 397, 411, 424–425, 447, 455, 468, 519, 534, 536, 537, 569, 573, 659, 678–679, 685, 693, 728–729, 744, 745, 775
3(B) The student is expected to make responsible choices in selecting everyday products and services using scientific information.	19, 32, 33, 47, 49, 76, 108–109, 147, 197, 212–213, 240–241, 271, 275, 280, 284, 307, 320, 353, 359, 397, 455, 466, 468, 490–491, 501, 503, 519, 536, 537, 542–543, 569, 659, 660, 685, 687, 725, 728–729, 771, 775
3(C) The student is expected to evaluate the impact of research on scientific thought, society, and the environment.	10–11, 12–13, 19, 26, 31, 32, 47, 58, 60, 61, 63, 64–65, 71, 108–109, 141, 197, 203, 212–213, 216–217, 232, 240–241, 269, 271, 284, 288–291, 307, 316–317, 320, 326–327, 347, 353, 354–355, 387, 390, 417, 424–425, 447, 448–449, 466, 468, 490–491, 501, 519, 534, 537, 566, 573, 594, 595, 598, 634–635, 659, 676, 693, 725, 737, 745, 754–755, 764, 768, 769, 770, 771, 772, 775
3(D) The student is expected to describe the connection between chemistry and future careers.	12–13, 31, 32, 212–213, 316–317, 320, 346, 417, 448–449, 490–491, 596–597, 634–635, 678–679, 728–729, 745
3(E) The student is expected to research and describe the history of chemistry and contributions of scientists.	11, 13, 32, 52, 53, 54–55, 58, 60, 61, 63, 64–65, 69, 74, 86–87, 88, 90–91, 108–109, 141, 147, 163, 203, 216–217, 230, 231, 232, 240–241, 269, 271, 275, 284, 288–291, 307, 316–317, 326–327, 347, 353, 354–355, 382, 383, 390, 410, 411, 424–425, 447, 448–449, 453, 466, 468, 484, 501, 519, 565, 566, 583, 589, 594, 601, 659, 660, 667, 669, 683, 693, 727, 728–729, 754–755, 764, 772, 774
4. Science concepts. The student knows the characteristics of matter.	
4(A) The student is expected to differentiate between physical and chemical properties of matter.	4, 5, 6, 7, 10–11, 14–15, 16–17, 18–19, 20, 22, 23, 24, 26, 28–29, 30, 34–35, 36, 40, 41, 46, 48, 49, 66–67, 77, 87, 88, 100–101, 102, 103, 104–105, 106–107, 108–109, 110–111, 112–113, 120–121, 122–123, 124–125, 126–127, 128, 135, 141, 143, 144–145, 154–155, 156, 163, 166, 167, 170, 171, 175, 176–177, 178, 179, 180, 190, 191, 194, 195, 214, 215, 248–249, 258, 263, 264, 265, 266–267, 268–269, 270, 272, 273, 274, 276, 277, 278, 279, 281, 283, 284, 286–287, 288–291, 292, 293, 294, 295, 302, 311, 313, 314, 326–327, 332, 333, 340, 341, 342, 345, 347, 352, 354–355, 356, 358, 360, 364, 365, 376, 391, 417, 436, 437, 440, 441, 450, 451, 454, 455, 458, 467, 469, 470–471, 480, 524, 535, 536, 555, 556, 570, 622, 624, 627, 636, 637, 638, 650–652, 653, 654, 655, 656, 660, 669, 670, 673, 693, 715, 747, 773
4(B) The student is expected to analyze examples of solids, liquids, and gases to determine their compressibility, structure, motion of particles, shape, and volume.	5, 6, 7, 11, 14–15, 16–17, 18–19, 20, 22, 23, 24, 34–35, 36, 46, 47, 87–88, 100–101, 106–107, 108–109, 110–111, 112, 122–123, 124–125, 126–127, 128, 141, 143, 178, 264, 268–269, 270, 272, 273, 274, 276, 277, 278, 279, 281, 283, 284, 286–287, 288–291, 292, 293, 294, 295, 302, 313, 314, 326–327, 332, 333, 340, 341, 342, 344, 345, 346, 347, 351, 352, 354–355, 356, 358, 359, 360, 364, 365, 376, 378, 384–385, 386, 387, 391, 394, 397, 406, 407, 416, 417, 436, 437, 440, 441, 442, 444, 467, 469, 470–471, 627, 636
4(C) The student is expected to investigate and identify properties of mixtures and pure substances.	14–15, 16–17, 18–19, 20, 21, 22, 23, 24, 46, 48, 49, 100–101, 141, 351, 354–355, 440–441, 452, 455, 467, 470–471, 556, 638
4(D) The student is expected to describe the physical and chemical characteristics of an element using the periodic table and make inferences about its chemical behavior.	28–29, 66–67, 87, 88, 89, 90–91, 92–93, 94–95, 97, 98–99, 100–101, 102, 103, 104–105, 106–107, 111, 112, 130–131, 132–133, 141, 157, 163, 180, 233, 243, 244, 245, 246, 247, 250, 258, 259, 260, 261, 263, 265, 266–267, 269, 270, 272, 273, 276, 277, 278, 279, 281, 282, 283, 292, 293, 294, 304, 305



Texas Essential Knowledge and Skills

Correlation of Performance Descriptions

Performance Descriptions	Chemistry: Concepts and Applications Student Edition
5. Science concepts. The student knows that energy transformations occur during physical or chemical changes in matter.	
5(A) The student is expected to identify changes in matter, determine the nature of the change, and examine the forms of energy involved.	41, 42, 43, 44, 46, 47, 48, 53, 55, 70, 71, 72–73, 74, 75, 122, 124, 126–127, 129, 132–133, 134, 136–137, 138–139, 140, 141, 142–143, 144, 155, 191, 192, 195, 210, 211, 214, 215, 216–217, 218, 219, 221, 234, 235, 238, 239, 242, 275, 311, 320, 348, 349, 351, 352, 353, 354–355, 356, 357, 358, 360, 361, 362–363, 364, 365, 417, 440, 441, 445, 446, 460, 566, 574, 575, 599, 600, 601, 602, 603, 604, 605, 606–607, 608, 609, 610, 611, 612, 613, 614, 674–675, 694, 697, 698, 699, 708, 709, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 728–729, 730, 731, 734, 735, 736, 737, 761
5(B) The student is expected to identify and measure energy transformations and exchanges involved in chemical reactions.	42, 43, 48, 53, 55, 70, 71, 72–73, 74, 75, 141, 195, 210, 211, 215, 216–217, 218–219, 221, 233, 275, 320, 349, 353, 356, 358, 360, 362–363, 445, 446, 460, 566, 600, 601, 602, 603, 604, 605, 606–607, 608, 609, 610, 611, 612, 613, 614, 674–675, 696, 697, 709, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 734, 735, 736, 737, 761
5(C) The student is expected to measure the effects of the gain or loss of heat energy on the properties of solids, liquids, and gases.	43, 46, 48, 211, 215, 216–217, 218–219, 221, 275, 320, 349, 353, 354–355, 356, 358, 360, 361, 362–363, 364, 440, 441, 445, 446, 460, 674–675, 711, 713, 714, 719, 720, 721
6. Science concepts. The student knows that atomic structure is determined by nuclear composition, allowable electron cloud, and subatomic particles.	
6(A) The student is expected to describe the existence and properties of subatomic particles.	62, 63, 64–65, 66, 67, 70, 74, 75, 77, 78–79, 99, 104–105, 108–109, 111, 112, 129, 130–131, 132–133, 134, 138–139, 140, 142–143, 144, 154–155, 156, 231, 233, 234, 235, 238, 239, 242, 244–245, 246, 247, 250, 258, 259, 439, 746, 747, 748, 749, 750, 754–755, 763, 767, 777
6(B) The student is expected to analyze stable and unstable isotopes of an element to determine the relationship between the isotope's stability and its application.	62, 65, 66, 746, 747, 748, 749, 750, 754–755, 757, 759, 760, 762, 763, 777
6(C) The student is expected to summarize the historical development of the periodic table to understand the concept of periodicity.	86–87, 88, 89, 90–91, 92–93, 94, 102, 103, 104–105, 231, 244, 245, 246, 247, 250, 258, 259
7. Science concepts. The student knows the variables that influence the behavior of gases.	
7(A) The student is expected to describe interrelationships among temperature, particle number, pressure, and volume of gases contained within a closed system.	342, 349, 351, 352, 354–355, 356, 357, 358, 360, 373, 374, 376, 377, 378, 379, 380, 381, 382, 383, 386, 387, 388, 389, 391, 392, 393, 394, 395, 405, 406, 407, 416, 419, 46
7(B) The student is expected to illustrate the data obtained from investigations with gases in a closed system and determine if the data are consistent with the Universal Gas Law.	382, 383, 384–35, 388, 389, 395, 396, 397, 419



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Correlation of Performance Descriptions

Performance Descriptions	Chemistry: Concepts and Applications Student Edition
8. Science concepts. The student knows how atoms form bonds to acquire a stable arrangement of electrons.	
8(A) The student is expected to identify characteristics of atoms involved in chemical bonding.	130–131, 132–133, 134, 136–137, 138–139, 140, 142–143, 144, 145, 147, 154–155, 156, 157, 158–159, 161, 174, 175, 176–177, 178, 179, 218, 260–261, 263, 302, 303, 304, 305, 306, 308, 309, 310, 311, 314, 318, 319, 321, 322, 323, 324, 330, 331, 332, 333, 439, 486, 487, 493, 554, 556, 558, 559, 562, 564, 567, 572, 623, 624, 625, 626, 627, 628, 629, 631, 632, 636, 640, 641, 642–643, 644, 645, 647, 649, 654, 655, 656, 657, 658, 671, 672, 673, 683, 690, 691, 693, 694
8(B) The student is expected to investigate and compare the physical and chemical properties of ionic and covalent compounds.	30, 134, 136–137, 138–139, 140, 141, 142–143, 144–145, 147, 155, 156, 157, 158–159, 161, 170, 174, 302, 303, 304, 305, 306, 308, 309, 310–311, 318, 319, 321, 322, 323, 330, 331, 332–333, 439, 442, 444, 472, 483, 485, 486, 487, 488, 489, 492, 493, 497, 517, 520, 523, 524, 527, 528, 531, 532, 533, 535, 538, 554, 556, 558, 559, 562, 564, 567, 572, 585, 586, 587, 628, 629, 631, 632, 636, 640, 641, 642–643, 644, 645, 647, 649, 650–652, 654, 655, 656, 657, 658, 671, 672, 676, 677, 680, 681, 683, 684, 686, 687, 689, 690, 691, 693
8(C) The student is expected to compare the arrangement of atoms in molecules, ionic crystals, polymers, and metallic substances.	134, 136–137, 138–139, 140, 142–143, 144–145, 147, 156, 174, 175, 176–77, 178, 179, 303, 305, 306, 309, 310–311, 318, 319, 321, 322, 323, 324, 330, 331, 332–333, 345, 439, 442, 444, 485, 486, 487, 493, 523, 524, 527, 528, 531, 532, 533, 535, 538, 623, 624, 625, 626, 627, 628, 629, 631, 632, 636, 640, 641, 642–643, 644, 645, 647, 649, 654, 655, 656, 657, 658, 671, 672, 680, 681, 682, 683, 684, 686, 687, 689, 690, 691, 693
8(D) The student is expected to describe the influence of intermolecular forces on the physical and chemical properties of covalent compounds.	144–145, 147, 155, 156, 157, 178, 179, 303, 304, 305, 306, 308, 309, 310–311, 318, 319, 321, 322, 323, 324, 330, 331, 332–333, 439, 442, 443, 444, 493, 623, 624, 625, 626, 627, 628, 629, 631, 632, 636, 640, 641, 642–643, 644, 645, 647, 657, 658, 673, 683
9. Science concepts. The student knows the processes, effects, and significance of nuclear fission and nuclear fusion.	
9(A) The student is expected to compare fission and fusion reactions in terms of the masses of the reactants and products and the amount of energy released in the nuclear reactions.	762, 763, 764, 765, 766
9(B) The student is expected to investigate radio-active elements to determine half-life.	752–753, 754–755, 756, 757, 759, 760, 777
9(C) The student is expected to evaluate the commercial use of nuclear energy and medical uses of radioisotopes.	295, 765, 767, 768, 769, 770, 771, 772, 773, 776, 778
9(D) The student is expected to evaluate environmental issues associated with the storage, containment, and disposal of nuclear wastes.	307, 750, 765, 774, 775, 776, 777, 778, 779
10. Science concepts. The student knows common oxidation-reduction reactions.	
10(A) The student is expected to identify oxidation-reduction processes.	192, 555, 556, 557, 558, 559, 560–561, 562, 567, 569, 570, 571, 572, 574, 575, 585, 586, 587, 588, 589, 590–591, 592, 593, 594, 595, 598, 600, 601, 602, 603, 604, 605, 606–607, 609, 610, 611, 612, 613, 614
10(B) The student is expected to demonstrate and viidocument the effects of a corrosion process and evaluate the importance of electroplating metals.	192, 557, 570, 587, 588, 589, 590–591, 592, 593, 594, 595, 596–597, 598, 601



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Performance Descriptions	Chemistry: Concepts and Applications Student Edition
11. Science concepts. The student knows that balanced chemical equations are used to interpret and describe the interactions of matter.	
11(A) The student is expected to identify common elements and compounds using scientific nomenclature.	19, 23, 25, 27, 28–29, 31, 33, 40, 43, 46, 47, 54, 55, 66, 68, 77, 89, 90–91, 92–93, 94, 100–101, 103, 104–105, 125, 128, 132–133, 135, 138–139, 142–143, 144–145, 147, 155, 156, 157, 158–159, 160, 161, 162, 164–165, 166, 167, 168, 174, 175, 178, 179, 180, 181, 182, 183, 192, 193, 194, 195, 196, 198, 199, 200, 201, 204, 205, 206–207, 208, 209, 211, 214, 215, 216–217, 236–237, 248–249, 264, 265, 268, 269, 270, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 284, 285, 286–287, 292, 293, 294, 295, 403, 406, 407, 417, 422–423, 424–425, 426, 427, 428, 453, 486, 494, 495, 498, 517, 524, 555, 556, 558, 559, 562, 564, 567, 570, 571, 572, 586, 587, 588, 589, 590–591, 592, 593, 594, 598, 603, 604, 605, 606–607, 609, 610, 611, 612, 613, 614, 623, 624, 625, 626, 627, 628, 629, 631, 632, 633, 638, 640, 641, 642–643, 644, 645, 647, 649, 671, 680, 681, 683, 684, 686, 687, 689, 693, 694, 696, 697, 699, 709, 712, 713, 714, 715, 716, 717, 718, 726, 730
11(B) The student is expected to demonstrate the use of symbols, formulas, and equations, in describing interactions of matter such as chemical and nuclear reactions.	55, 156, 157, 158–159, 161, 162, 164–165, 175, 180, 193, 194, 195, 196, 198, 199, 200, 201, 204, 205, 206–207, 208, 209, 211, 214, 215, 216–217, 233, 235, 236–237, 238, 246, 247, 248–249, 263, 264, 265, 268, 269, 270, 273, 274, 275, 276, 279, 280, 281, 284, 285, 286–287, 292, 293, 294, 295, 403, 406, 407, 417, 422–423, 424–425, 426, 427, 428, 486, 494, 495, 498, 517, 524, 555, 556, 558, 559, 562, 564, 567, 570–571, 572, 585, 586, 587, 588, 590–591, 592, 593, 594, 598, 603, 605, 606–607, 609, 610, 611, 612, 613, 614, 628, 629, 638, 647, 671, 680, 681, 683, 684, 686, 687, 689, 694, 696, 697, 699, 709, 712, 713, 714, 715, 716, 717, 718, 726, 730, 748, 750, 754–755, 762, 763, 766, 777
11(C) The student is expected to explain and balance chemical nuclear equations using number of atoms, masses, and charge.	157, 158–159, 161, 168, 193, 199, 200, 201, 206–207, 236–237, 263, 275, 486, 494, 585, 586, 587, 598, 606–607, 610, 684, 689, 726, 748, 750, 754–755, 762, 766, 777
12. Science concepts. The student knows the factors that influence the solubility of solutes in a solvent.	
12(A) The student is expected to demonstrate and explain effects of temperature and the nature of solid solutes on the solubility of solids.	452, 453, 454, 458, 459, 470–471, 472
12(B) The student is expected to develop general rules for solubility through investigations with aqueous solutions.	450, 451, 452, 453, 454, 456–457, 458, 459, 461, 467, 470–471, 497
12(C) The student is expected to evaluate the significance of water as a solvent in living organisms and in the environment.	450, 451, 452, 453, 454, 458, 459, 469, 470–471, 472
13. Science concepts. The student knows relationships among the concentration, electrical conductivity, and colligative properties of a solution.	
13(A) The student is expected to compare unsaturated, saturated, and supersaturated solutions.	458, 459, 461
13(B) The student is expected to interpret relationships among ionic and covalent compounds, electrical conductivity, and colligative properties of water.	453, 458, 459, 464, 465, 466, 586, 587, 593, 600, 601, 603, 604, 605, 606–607, 608, 609, 611, 614
13(C) The student is expected to measure and compare the rate of reaction of a solid reactant in solutions of varying concentrations.	215, 219, 458, 499



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Performance Descriptions	Chemistry: Concepts and Applications Student Edition
14. Science concepts. The student knows the properties and behavior of acids and bases.	
14(A) The student is expected to analyze and measure common household products using a variety of indicators to classify the products as acids or bases.	280, 481, 494, 500, 502, 503, 504–505, 506, 507, 508, 518, 545
14(B) The student is expected to demonstrate the electrical conductivity of acids and bases.	488, 492, 518
14(C) The student is expected to identify the characteristics of a neutralization reaction.	516, 522, 526, 529, 531, 533, 538, 539, 540, 541
14(D) The student is expected to describe effects of acids and bases on an ecological system.	481, 487, 493, 494, 495, 500, 524, 535
15. Science concepts. The student knows factors involved in chemical reactions.	
15(A) The student is expected to verify the law of conservation of energy by evaluating the energy exchange that occurs as a consequence of a chemical reaction.	195, 196, 197, 198, 206–207, 216–217, 221, 566, 603, 605, 608, 609, 610, 611, 612, 613, 614, 694, 696, 697, 698, 699, 700, 710, 711, 712, 713, 714, 716, 717, 718, 722–723, 730, 734, 735, 736, 761, 762, 764, 765
15(B) The student is expected to relate the rate of a chemical reaction to temperature, concentration, surface area, and presence of a catalyst.	197, 216–217, 218, 219, 221, 222, 223, 566, 676, 677, 714, 715, 716, 717, 718, 734, 735, 762



Correlation to TEKS Performance Descriptions

By Chapter and Program Content

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1.2 Properties and Changes of Matter	34–49	1(A), 1(B), 2(A), 2(B), 2(C), 2(D), 2(E), 3(A), 3(B), 3(C), 4(A), 4(B), 4(C), 5(A), 5(B), 5(C), 11(A)
Chapter 2 Matter is Made up of Atoms		
2.1 Atoms and Their Structure	52–68	1(A), 1(B), 2(A), 2(B), 2(C), 2(D), 2(E), 3(A), 3(B), 3(C), 3(E), 4(A), 4(D), 5(A), 5(B), 6(A), 6(B), 11(A), 11(B)
2.2 Electrons in Atoms	69–83	1(A), 1(B), 2(B), 2(D), 2(E), 3(A), 3(B), 3(C), 3(E), 4(A), 5(A), 5(B), 6(A), 11(A)
Chapter 3 Introduction to the Periodic Table		
3.1 Development of the Periodic Table	85–94	3(E), 4(A), 4(B), 4(D), 6(C), 11(A)
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