

6. In the reaction of iron with copper sulphate solution:



Which option in the given table correctly represents the substance oxidised and the reducing agent?

OPTION	Substance Oxidized	Reducing Agent
A	Fe	Fe
B	Fe	FeSO <sub>4</sub>
C	Cu	Fe
D	CuSO <sub>4</sub>	Fe

7. The chemical reaction between copper and oxygen can be categorized as:

- A. Displacement reaction
- B. Decomposition reaction
- C. Combination reaction
- D. Double displacement reaction

8. Which of the given options correctly represents the Parent acid and base of Calcium Carbonate?

OPTION	PARENT ACID	PARENT BASE
A	HCl	NaOH
B	H <sub>2</sub> CO <sub>3</sub>	Ca(OH) <sub>2</sub>
C	H <sub>3</sub> PO <sub>3</sub>	CaSO <sub>4</sub>
D	H <sub>2</sub> SO <sub>4</sub>	CaSO <sub>4</sub>

9. How will you protect yourself from the heat generated while diluting a concentrated acid?

- A. By adding acid to water with constant stirring.
- B. By adding water to acid with constant stirring.
- C. By adding water to acid followed by base.
- D. By adding base to acid with constant stirring.

10. Why is it important to balance a skeletal chemical equation?

- A. To verify law of conservation of energy.
- B. To verify the law of constant proportion.
- C. To verify the law of conservation of mass.
- D. To verify the law of conservation of momentum.

# Science Quiz Questions And Answers For Class 10

**Francis Day Curtis**



## Science Quiz Questions And Answers For Class 10:

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**A Digest of Investigations in the Teaching of Science** Francis Day Curtis,1926 *A Digest of Investigations in the Teaching of Science in the Elementary and Secondary Schools* Francis Day Curtis,1926 Active Learning in College Science Joel J. Mintzes,Emily M. Walter,2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman s 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished

scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book s final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of na ve notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for

*Science Club of the Air*  
Ohio School of the Air,1949

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creativity and fun in the classroom while focusing on standards and building learners academic skills **School Activities**,1948 **Proceedings of the 2nd International Conference of Science and Technology in Elementary Education (ICSTEE 2023)** Ramlan Mahmud,Abdul Rahman,Hotimah Hotimah,Muhammad Amran,Rahmawati Patta,Musfirah

Musfirah,Afdhal Fatawuri Syamsuddin,Bhakti Prima Hindiga Hermuttaqien,2024-02-07 This is an open access book The 2nd International Conference of Science Technology of Elementary Education ICSTEE 2023 was held on 9th of November 2023 by virtual This conference is organized by Elementary Teacher Education Faculty of Education State University of Makassar Jurusan PGSD FIP Universitas Negeri Makassar The ICSTEE is the 2nd international conference dedicated to the advancement of the theory and practices in elementary education The aims of the 2nd ICSTEE is to provide an opportunity for researchers academicians teachers practices and university students and all the people who care the development of elementary education quality and education in general to promote research **Questions and Answers on the Essentials of Obstetrics** William Easterly Ashton,1888 **Science and Invention** Hugo Gernsback,Arthur M. Lynch,Joseph H. Kraus,1929 **Questions and answers on the essentials of physiology 1888** Hobart Amory Hare,1888 **Questions and Answers on the Essentials of Medical Chemistry** Lawrence Wolff,1888 **Science and Invention** ,1929

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