

7 Ionic and Metallic Bonding

Big idea BONDING AND INTERACTIONS

7.1 Ions

For students using the Foundation edition, assign problems 1, 3–5, 7–12, 14, 15, 18–20.

Essential Understanding Ions form when atoms gain or lose valence electrons, becoming electrically charged.

Lesson Summary

Valence Electrons Valence electrons are the electrons in the outermost occupied energy level and are involved in ion formation.

- ▶ For a representative element, the group number equals the number of valence electrons the atom contains.
- ▶ An electron dot structure shows the symbol of the element and its valence electrons.
- ▶ Atoms tend to gain or lose the number of electrons that will provide the atom with a noble gas electron configuration.

Formation of Cations Cations are positively charged ions formed when an atom loses one or more valence electrons.

- ▶ Atoms and the cations formed from them have different properties.
- ▶ Elements in Group 1 form cations with a charge of 1+, and those in Group 2 form cations with a charge of 2+.
- ▶ Many transition metals form more than one cation and do not follow the octet rule.

Formation of Anions Anions are negatively charged ions formed when an atom gains one or more valence electrons.

- ▶ Commonly, the name of an anion ends in *-ide*.
- ▶ Anions form from nonmetallic elements.
- ▶ The anions formed from halogens are known as halides.

After reading Lesson 7.1, answer the following questions.

Valence Electrons

1. What are valence electrons?

Valence electrons are the electrons in the highest occupied energy level of an element's atoms.

2. The valence electrons largely determine the *chemical properties* of an element and are usually the only electrons used in *chemical bonds*.

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Study Guide for Essentials for Nursing Practice - E-Book Patricia A. Potter, Anne G. Perry, Patricia A. Stockert, Amy Hall, Patricia Castaldi, 2018-03-15 Corresponding to the chapters in Essentials for Nursing Practice 9th Edition Study Guide for Essentials for Nursing Practice reinforces your understanding of key nursing ideas Each chapter includes a Preliminary Reading Case Study questions a Chapter Review Study Group Questions and directions to help you create your own personalized Study Chart for the chapter In addition each Chapter Review includes many different kinds of questions to keep learning the material interactive and fun Answers and rationales included on the Essentials for Nursing Practice Evolve Each chapter includes a case study with related questions allowing students to apply what they've learned Chapter review questions include matching short answer multiple choice and true false questions provide students with evaluation and test taking practice Study group questions make it easier for students to review material with their peers site Skills performance checklists help you measure your mastery of important nursing procedures Study charts in select chapters help provide focus and structure for students reviewing the material and key concepts NEW Content completely updated to match Nursing Essentials 9th Edition NEW Chapter on Complementary and Alternative Therapies addresses content that is now included on the NCLEX exam NEW Preliminary Readings sections provide you with an easy reference point to the related text chapter

Emergency medical services United States. National Highway Traffic Safety Administration, 1979

Human Heritage Miriam Greenblatt, Peter S. Lemmo, 2001 A world history textbook chronicling the rise of Western and Eastern civilizations Includes photos art illustrated charts vocabulary exercises and review questions

Transitions Throughout the Life Span Telecourse Study Guide Kathleen Stassen Berger, Coast Learning Systems, 2004-07-16 Worth offers an adapted study guide to accompany Transitions Throughout the Life Span a new telecourse produced by Coast Learning Systems Kathleen Stassen Berger was closely involved in the development of the telecourse and The Developing Person Through the Life Span is the sole text accompanying the telecourse The telecourse study guide draws clear connections between the text and telecourse

A Study Guide for Physics II Gerald E. Buck, 1966

Study Guide for Medical-Surgical Nursing - E-Book Donna D. Ignatavicius, Cherie R. Rebar, 2023-10-13 This study guide provides an in depth review of the medical surgical nursing Concepts and Exemplars covered in Ignatavicius's Medical Surgical Nursing Concepts for Clinical Judgment and Collaborative Care 11th Edition and helps you develop your clinical judgment skills Corresponding to the chapters in the textbook this thoroughly updated study guide is a practical tool to help you review practice and apply medical surgical nursing concepts Traditional review questions now include exercises and item types for the Next Generation NCLEX Exam NGN to reinforce your understanding of the textbook's nursing concepts and their application to exemplar disorders Answers and rationales make it easy to improve upon any areas of weakness With this study guide you will prepare for success in class on the NGN and in medical surgical nursing practice Complete review of textbook information builds your clinical judgment

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[A Guide to Teaching in the Active Learning Classroom](#) Paul Baepler, J. D. Walker, D. Christopher Brooks, Kem Saichaie, Christina I. Petersen, 2023-07-03 While Active Learning Classrooms or ALCs offer rich new environments for learning they present many new challenges to faculty because among other things they eliminate the room s central focal point and disrupt the conventional seating plan to which faculty and students have become accustomed The importance of learning how to use these classrooms well and to capitalize on their special features is paramount The potential they represent can be realized only when they facilitate improved learning outcomes and engage students in the learning process in a manner different from traditional classrooms and lecture halls This book provides an introduction to ALCs briefly covering their history and then synthesizing the research on these spaces to provide faculty with empirically based practical guidance on how to use these unfamiliar spaces effectively Among the questions this book addresses are How can instructors mitigate the apparent lack of a central focal point in the space What types of learning activities work well in the ALCs and take advantage of the affordances of the room How can teachers address familiar classroom management challenges in these unfamiliar spaces If assessment and rapid feedback are critical in active learning how do they work in a room filled with circular tables and no central focus point How do instructors balance group learning with the needs of the larger class How can students be held accountable when many will necessarily have their backs facing the instructor How can instructors evaluate the effectiveness of their teaching in these spaces This book is intended for faculty preparing to teach in or already working in this new classroom environment for administrators planning to create ALCs or experimenting with provisionally designed rooms and for faculty developers helping teachers transition to using these new spaces

Annual Reports of the Several Municipal Commissions Boards and Officers Detroit (Mich.), 1896

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