7-1 Review and Reinforcement

Ionic Bonding

Complete each of the following sentences by filling in the appropriate word or phrase from the list below.

negative positive crisscross noble gas electrons anion octet ions cation electron configuration polyatomic empirical formula

- An ionic bond is an attraction between oppositely charged —ions
- 2. Anions have a -negative ----- charge
- An atom becomes an ion by losing or gaining ____electrons
- The _octet __rule states that atoms tend to gain, lose, or share electrons in order to acquire a full set of valence electrons.
- When sodium and chlorine form an ionic bond, both ions acquire the electron configuration of a(n) _noble gas
- 6. The atoms that make up **polyatomic** _ions are bonded together by covalent bonds.
- The _crisscross __method can be used to write the formula for an ionic compound.
- 8. The _empirical formula xf a compound denotes the ratio of ions in the compound.

If the statement is true, write "true." If it is false, change the underlined word or words to make it true. Write your answer on the line.

losing

9. Calcium becomes a monatomic cation by gaining two electrons.

_ true

A cation has a positive charge.

_ true

- A binary ionic compound contains only one kind of cation and one kind of anion.
- _polyatomic
- 12. Monatomic ions consist of more than one atom.

seven

- 13. The Lewis dot diagram for chlorine, a group 7A element, has six
- true (released)
- A great deal of energy is <u>produced</u> when an ionic compound is formed.

Skill Reinforcement Activity Chapter 9 Answers

Marquitta S. Dorsey

Skill Reinforcement Activity Chapter 9 Answers:

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Mayors in the Middle Jeffrey R. Henig, Wilbur C. Rich, 2004 Desperate to jump start the reform process in America's urban schools politicians scholars and school advocates are looking increasingly to mayors for leadership But does a stronger mayoral role represent bold institutional change with real potential to improve big city schools or just the latest in the copycat world of school reform du jour Is it democratic Why have efforts to put mayors in charge so often generated resistance along racial dividing lines Public debate and scholarly analysis have shied away from confronting such issues head on Mayors in the Middle brings together for students of education policy and urban politics as well as scholars and school advocates the most thoughtful and original analyses of the promise and limitations of mayoral takeovers of schools Reflecting on the experience of six cities Baltimore Boston Chicago Detroit Cleveland and Washington D C ten of the nation's leading experts on education politics tackle the question of whether putting mayors in charge is a step in the right direction Through the case studies and the wide ranging essays that follow and build upon them the contributors Stefanie Chambers Jeffrey R Henig Kenneth J Meier Jeffrey Mirel Marion Orr John Portz Wilbur C Rich Dorothy Shipps and Clarence N Stone begin the process of answering questions critical to the future of inner city children the prospects for urban revitalization and the shape of American education in the years to come Fire and Emergency Services Instructor: Principles and Practice Forest F Reeder, Alan E Joos, 2019-03-28 The National Fire Protection Association NFPA the International Association of Fire Chiefs IAFC and the International Society of Fire Service Instructors ISFSI are pleased to bring you Fire and Emergency Services Instructor Principles and Practice Third Edition With a full library of technological resources to engage candidates and assist instructors Fire and Emergency Services Instructor takes training off the printed page This text meets and exceeds all of the job performance requirements JPRs for Fire and Emergency Services Instructor I II and III as well as two new levels for Live Fire Instructor and Live Fire Instructor in Charge of the 2019 Edition of NFPA 1041 Standard for Fire and Emergency Services Instructor Professional Qualifications Innovative features include Rapid access of content through clear and concise Knowledge and Skills Objectives with page number references and NFPA 1041 correlations Promotion of critical thinking and classroom discussion through the Training Bulletin and Incident Report features JPRs in Action feature identifying the specific responsibilities of the Fire and Emergency Services Instructor I II and III relating to the job performance requirements IPRs Tips geared toward the company level instructor department training officer and training program manager offering instruction techniques test writing and evaluation pointers and helpful notes on communication and curriculum deliveryRealistic instructor scenarios with questions designed to provoke critical thinking in the learning environmentNew to the Third Edition In depth discussion of student centered learningLearner centered teaching methods

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