

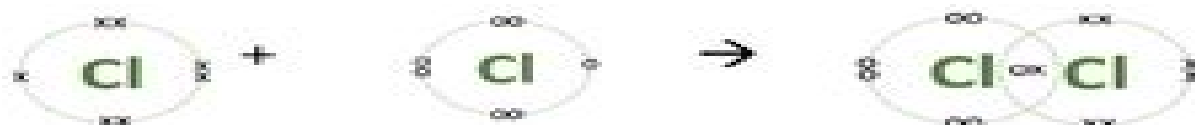
# Covalent Bonding

Non-metals need to gain more electrons to have a full outer shell. They can do this in 2 ways:

- **ionic bonding** - atoms lose or gain electrons, forming positive and negative ions which are then electrostatically attracted to each other (an ionic bond). This occurs between a metal and a non-metal.
- **Covalent bonding** - atoms share a pair of electrons (a covalent bond). This occurs between non-metals only.

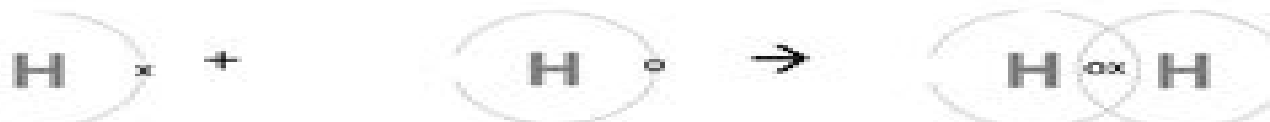
Covalent bonding can only happen between **non-metals** - it does not involve metals.

The 2 atoms "**share**" a pair of electrons. They do this by **overlapping** their outer shells so that the shared electrons are present in the outer shells of **both** atoms. This **shared pair** of electrons is a **covalent bond**.



We can see that as both atoms now possess the shared pair, both atoms have **full outer shells** of **8** electrons in their outer shell (2 shared in the covalent bond, 6 each on their outer shells).

When **hydrogen** atoms are involved in covalent bonding, they will only have **2** electrons in their outer shell as the first shell can only hold 2. However their outer shell is still **full**.



## How to draw covalent dot/cross diagrams:

1) How many electrons do the atoms need to gain to have a full outer shell? This is how many bonds (x/c) go in the centre.

E.g. Fluorine is in group 7, so it has 7 electrons in its outer shell. It needs to gain **1** electron so it will form **1** covalent bond. This means we need to draw **1** bond (x/c) in the centre.



2) Now add more electrons to the outer shell of each atom, so that they both have a **full outer shell** (in this case, 8 electrons). Remember that **both** atoms already "own" the 2 shared electrons in the centre.

E.g. Each atom already has 2 electrons (from the shared pair), so they each need **6** more. Their outer shells are now **full**.



# Covalent Bonding Core Teaching Resources Answer Key

**Basic Concepts of Chemistry and MCQ  
for NEET**



## **Covalent Bonding Core Teaching Resources Answer Key:**

*Resources for Teaching Middle School Science* Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them *Resources for Teaching Middle School Science* developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of *Resources for Teaching Elementary School Science* the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind *Resources for Teaching Middle School Science* will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

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