


## SUGGESTED SKILL

 Argumentation

6.A

Make a scientific claim.



## AVAILABLE RESOURCES

- Classroom Resource > [Guided Inquiry Activities for the Classroom: Lesson 3](#)
- AP Chemistry Lab Manual > [Investigation 6: What's in That Bottle?](#)

## TOPIC 2.1

# Types of Chemical Bonds

## Required Course Content

### LEARNING OBJECTIVE

**2.1.A**

Explain the relationship between the type of bonding and the properties of the elements participating in the bond.

### ESSENTIAL KNOWLEDGE

**2.1.A.1**

Electronegativity values for the representative elements increase going from left to right across a period and decrease going down a group. These trends can be understood qualitatively through the electronic structure of the atoms, the shell model, and Coulomb's law.

**2.1.A.2**

Valence electrons shared between atoms of similar electronegativity constitute a nonpolar covalent bond. For example, bonds between carbon and hydrogen are effectively nonpolar even though carbon is slightly more electronegative than hydrogen.

**2.1.A.3**

Valence electrons shared between atoms of unequal electronegativity constitute a polar covalent bond.

- The atom with a higher electronegativity will develop a partial negative charge relative to the other atom in the bond.
- In single bonds, greater differences in electronegativity lead to greater bond dipoles.
- All polar bonds have some ionic character, and the difference between ionic and covalent bonding is not distinct but rather a continuum.

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## LEARNING OBJECTIVE

### 2.1.A

Explain the relationship between the type of bonding and the properties of the elements participating in the bond.

## ESSENTIAL KNOWLEDGE


### 2.1.A.4

The difference in electronegativity is not the only factor in determining if a bond should be designated as ionic or covalent. Generally, bonds between a metal and nonmetal are ionic, and bonds between two nonmetals are covalent. Examination of the properties of a compound is the best way to characterize the type of bonding.

### 2.1.A.5

In a metallic solid, the valence electrons from the metal atoms are considered to be delocalized and not associated with any individual atom.

## SUGGESTED SKILL

 *Representing Data and Phenomena*

## 3.A

Represent chemical phenomena using appropriate graphing techniques, including correct scale and units.



## AVAILABLE RESOURCES

- AP Chemistry Lab Manual > [Investigation 5: Sticky Question: How Do You Separate Molecules That Are Attracted to One Another?](#)
- Classroom Resource > [Ending Misconceptions About the Energy of Chemical Bonds](#)
- The Exam > [2023 Chief Reader Report](#)

## TOPIC 2.2

# Intramolecular Force and Potential Energy

## Required Course Content

### LEARNING OBJECTIVE

**2.2.A**

Represent the relationship between potential energy and distance between atoms, based on factors that influence the interaction strength.

### ESSENTIAL KNOWLEDGE

**2.2.A.1**

A graph of potential energy versus the distance between atoms (internuclear distance) is a useful representation for describing the interactions between atoms. Such graphs illustrate both the equilibrium bond length (the separation between atoms at which the potential energy is lowest) and the bond energy (the energy required to separate the atoms).

**2.2.A.2**

In a covalent bond, the bond length is influenced by both the size of the atom's core and the bond order (i.e., single, double, triple). Bonds with a higher order are shorter and have larger bond energies.

**2.2.A.3**

Coulomb's law can be used to understand the strength of interactions between cations and anions.

- Because the interaction strength is proportional to the charge on each ion, larger charges lead to stronger interactions.
- Because the interaction strength increases as the distance between the centers of the ions (nuclei) decreases, smaller ions lead to stronger interactions.

## TOPIC 2.3

# Structure of Ionic Solids

## Required Course Content

### LEARNING OBJECTIVE

**2.3.A**

Represent an ionic solid with a particulate model that is consistent with Coulomb's law and the properties of the constituent ions.

### ESSENTIAL KNOWLEDGE

**2.3.A.1**

The cations and anions in an ionic crystal are arranged in a systematic, periodic 3-D array that maximizes the attractive forces among cations and anions while minimizing the repulsive forces.

*Exclusion Statement: Knowledge of specific crystal structures is not essential to an understanding of the learning objective and will not be assessed on the AP Exam.*

**SUGGESTED SKILL***Model Analysis***4.C**

Explain the connection between particulate-level and macroscopic properties of a substance using models and representations.

**AVAILABLE RESOURCES**

- The Exam > [2017 Chief Reader Report](#)

## SUGGESTED SKILL

 Model Analysis

## 4.C

Explain the connection between particulate-level and macroscopic properties of a substance using models and representations.



## AVAILABLE RESOURCES

- The Exam > [2017 Chief Reader Report](#)

## TOPIC 2.4

# Structure of Metals and Alloys

## Required Course Content

### LEARNING OBJECTIVE

**2.4.A**

Represent a metallic solid and/or alloy using a model to show essential characteristics of the structure and interactions present in the substance.

### ESSENTIAL KNOWLEDGE

**2.4.A.1**

Metallic bonding can be represented as an array of positive metal ions surrounded by delocalized valence electrons (i.e., a “sea of electrons”).

**2.4.A.2**


Interstitial alloys form between atoms of significantly different radii, where the smaller atoms fill the interstitial spaces between the larger atoms (e.g., with steel in which carbon occupies the interstices in iron).

**2.4.A.3**

Substitutional alloys form between atoms of comparable radius, where one atom substitutes for the other in the lattice. (e.g., in certain brass alloys, other elements, usually zinc, substitute for copper.)

## TOPIC 2.5

# Lewis Diagrams

**SUGGESTED SKILL** *Representing Data and Phenomena***3.B**

Represent chemical substances or phenomena with appropriate diagrams or models (e.g., electron configuration).

**AVAILABLE RESOURCES**

- Classroom Resource > [Guided Inquiry Activities for the Classroom: Lesson 3](#)
- The Exam > [2018 Chief Reader Report](#)

### Required Course Content


**LEARNING OBJECTIVE****2.5.A**

Represent a molecule with a Lewis diagram.

**ESSENTIAL KNOWLEDGE****2.5.A.1**

Lewis diagrams can be constructed according to an established set of principles.

## SUGGESTED SKILL

 Argumentation

## 6.C

Support a claim with evidence from representations or models at the particulate level, such as the structure of atoms and/or molecules.



## AVAILABLE RESOURCES

- Classroom Resource > [Guided Inquiry Activities for the Classroom: Lesson 3](#)

## TOPIC 2.6

# Resonance and Formal Charge

## Required Course Content

### LEARNING OBJECTIVE

**2.6.A**

Represent a molecule with a Lewis diagram that accounts for resonance between equivalent structures or that uses formal charge to select between nonequivalent structures.

### ESSENTIAL KNOWLEDGE

**2.6.A.1**

In cases where more than one equivalent Lewis structure can be constructed, resonance must be included as a refinement to the Lewis structure. In many such cases, this refinement is needed to provide qualitatively accurate predictions of molecular structure and properties.

**2.6.A.2**

The octet rule and formal charge can be used as criteria for determining which of several possible valid Lewis diagrams provides the best model for predicting molecular structure and properties.

**2.6.A.3**

As with any model, there are limitations to the use of the Lewis structure model, particularly in cases with an odd number of valence electrons.

## TOPIC 2.7

# VSEPR and Hybridization

### Required Course Content

#### LEARNING OBJECTIVE

**2.7.A**

Based on the relationship between Lewis diagrams, VSEPR theory, bond orders, and bond polarities:

- Explain structural properties of molecules.
- Explain electron properties of molecules.

#### ESSENTIAL KNOWLEDGE

**2.7.A.1**

VSEPR theory uses the Coulombic repulsion between electrons as a basis for predicting the arrangement of electron pairs around a central atom.

**2.7.A.2**

Both Lewis diagrams and VSEPR theory must be used for predicting electronic and structural properties of many covalently bonded molecules and polyatomic ions, including the following:


- Molecular geometry (linear, trigonal planar, tetrahedral, trigonal pyramidal, bent, trigonal bipyramidal, seesaw, T-shaped, octahedral, square pyramidal, square planar)
- Bond angles
- Relative bond energies based on bond order
- Relative bond lengths (multiple bonds, effects of atomic radius)
- Presence of a dipole moment
- Hybridization of valence orbitals for atoms within a molecule or polyatomic ion

**2.7.A.3**

The terms “hybridization” and “hybrid atomic orbital” are used to describe the arrangement of electrons around a central atom. When the central atom is  $sp$  hybridized, its ideal bond angles are  $180^\circ$ ; for  $sp^2$  hybridized atoms the bond angles are  $120^\circ$ ; and for  $sp^3$  hybridized atoms the bond angles are  $109.5^\circ$ .

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**SUGGESTED SKILL**

 *Argumentation*

**6.C**

Support a claim with evidence from representations or models at the particulate level, such as the structure of atoms and/or molecules.

**AVAILABLE RESOURCES**

- Classroom Resource > [Guided Inquiry Activities for the Classroom: Lesson 3](#)



## LEARNING OBJECTIVE

## 2.7.A

Based on the relationship between Lewis diagrams, VSEPR theory, bond orders, and bond polarities:

- Explain structural properties of molecules.
- Explain electron properties of molecules.

## ESSENTIAL KNOWLEDGE

**Exclusion Statement:** An understanding of the derivation and depiction of hybrid orbitals will not be assessed on the AP Exam. The course includes the distinction between sigma and pi bonding, the use of VSEPR to explain the shapes of molecules, and the  $sp$ ,  $sp^2$ , and  $sp^3$  nomenclature.

**Exclusion Statement:** Hybridization involving  $d$  orbitals will not be assessed on the AP Exam. When an atom has more than four pairs of electrons surrounding the central atom, students are only responsible for the shape of the resulting molecule.

## 2.7.A.4

Bond formation is associated with overlap between atomic orbitals. In multiple bonds, such overlap leads to the formation of both sigma and pi bonds. The overlap is stronger in sigma than pi bonds, which is reflected in sigma bonds having greater bond energy than pi bonds. The presence of a pi bond also prevents the rotation of the bond and leads to geometric isomers.

**Exclusion Statement:** Molecular orbital theory is recommended as a way to provide deeper insight into bonding. However, the AP Exam will neither explicitly assess molecular orbital diagrams, filling of molecular orbitals, nor the distinction between bonding, nonbonding, and antibonding orbitals.