Syllabus: Practices & Policies

2021-2022	Franklin High School

Section 1: Course Overview

Course Title	Chemistry: NGSS
Instructor Info	Name: Beth Biagini Contact Info: bbiagini@pps.net
Grade Level(s)	10th
Room # for class	Room: S - 234
Credit	Type of credit: Science # of credits per semester: .5 per semester
Prerequisites (if applicable)	Physics: NGSS
General Course Description	***NGSS chemistry is a year-long course that engages students in the composition, interactions, and mathematical representations of matter. A multi-dimensional teaching approach offers a grounding experience that connects material to real-world phenomena.***

Section 2: Welcome Statement & Course Connections

Personal Welcome	**Welcome to Chemistry!** **I am excited to be back on campus for the 2021 - 2022 school year! We will spend this year building a strong foundation in chemistry, and ease into group work and more active class periods as the year progresses. We will emphasize safety and respect for those around us, understanding that**

	everyone is entering this room from a different place with different concerns. I will do my best to make your Chemistry experience enjoyable, and I hope you will come to love and appreciate chemistry as much as I do!
Course Highlights *(topics, themes, areas of study)*	*Course Content and Schedule:* ***Semester 1*** *Measurements and Calculations* *Matter* *Modern Atomic Theory* *Chemical Foundations* *Nomenclature* ***Semester 2*** *Chemical Reactions* *Bonding* *Gases* *Liquids and Solids* *Solutions*
Course Connections to PPS ReImagined Vision	**In this course, students will learn how they learn. They will grow by advocating for themselves as learners. They will experience rigor and high expectations and will discover that failure is a part of the learning process. They will learn respect for themselves and their surroundings and will develop the skills necessary to solve problems effectively.**

Section 3: Student Learning

Prioritized Standards	The following standards will be explored in the course: **HS-PS3-2 Energy** **Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).** **HS-PS3-4 Energy** **Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).** **HS-PS3-1 Energy** **Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known** **.HS-PS1-7 Matter and its Interactions**

	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. **HS-PS1-2 Matter and its Interactions** **Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.**
PPS Graduate Portrait Connections 8/27 Work	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: Inclusive and Collaborative Problem Solvers: Group work is an integral part of Chemistry. Through labs, group projects and year-long inquiry experiments, students will work together to investigate and attempt to solve real world problems. Resilient and Adaptable Lifelong Learners: Correcting mistakes is a HUGE part of learning. In this chemistry course, students will focus on the learning process through revisions and work corrections, and will become lifelong learners through the process of advocating for themselves and their education. Inquisitive Critical Thinkers with Deep Core Knowledge: In this course, students have the opportunity to attempt assignments at various levels. My GOAL for all of my students is to have a basic understanding or core ideas and learning targets. My HOPE for all of my students is that by the end of the year, they will feel comfortable attempting higher level problems and will have developed critical thinking skills as they pertain to problem solving in chemistry.
Differentiation/ accessibility strategies and supports:	I will provide the following supports specifically for students in the following programs: *Special Education:* **Guided note packets for ALL students** *504 Plans:* **Students are given extra time and have until semester grading periods to show proficiency.** *English Language Learners:* **Guided note packets include graphic organizers, sentence frames and step-by-step examples of solved problems.** *Talented & Gifted:* **Students are given the opportunity to show abilities exceeding basic learning targets on exams and are also given the opportunity to compete in the science fair for honors credit.**
Personalized Learning Graduation Requirements (as applicable in this course):	☐ Career Related Learning Experience (CRLE) #1 ☐ Career Related Learning Experience (CRLE) #2 *-The experience(s) will be:* ☐ Complete a resume ☐ Complete the My Plan Essay ***Not applicable in this course.**

8/27 Work

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies	
Shared Agreements	I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s): **Students will be given a survey to identify common themes and shared agreements that should be observed. A list will be created and posters printed to display each class' priorities for norms and behaviors.**
	I will display our Agreements in the following locations: **The wall in the front of the room.**
	My plan for ongoing feedback through year on their effectiveness is: **I will reteach agreements as necessary and remind students of their role in creating and responsibility to follow said agreements.**
Student's Perspective & Needs	I will cultivate culturally sustaining relationships with students by: **Being available. Expressing interests in them and their interests, creating a safe place for students to learn and thrive.**

	Families can communicate what they know of their student's needs with me in the following ways: **email me at: bbiagini@pps.net**
Empowering Students 	I will celebrate student successes in the following ways: **Acknowledging successes and improvements.**
	I will solicit student feedback on my pedagogy, policies and practices by: **Surveying students quarterly about their experience in my class and areas in which I can improve, what is working and not working for particular students, and how I can help them be successful in my classroom.**
	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: **The student will be reminded of the rules and retaught shared agreements. Upon further refusal to maintain agreements, students' guardians will be contacted and informed of any persisting issue.**
Showcasing Student Assets 	I will provided opportunities for students to choose to share and showcase their work by: **Students' work will be displayed throughout the classroom.**

Section 5: Classroom Specific Procedures

Safety issues and requirements (if applicable):	**Masks must be worn at all times and should refrain from wandering throughout the period, keeping 3 feet of distance from neighboring students. No eating is allowed in classrooms. Students will be given more specific safety instructions as they become applicable to different activities and exercises.**
Coming & Going from class	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: **Students will use a hall pass whenever they leave the room.**
Submitting Work	I will collect work from students in the following way: **For the first semester, work will be submitted digitally through Formative and Canvas.**
	If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: **Customized grade reports will be sent out to families before quarter progress reports, to remind students of outstanding work.**
Returning Your Work	My plan to return student work is the following: *Timeline:* **Most assignments are autograded. Grades from tests will be returned within 24 hours.** *What to look for on your returned work:* **Please view comments on formative work.** *Revision Opportunities:* **Students have three attempts to receive credit on homework assignments, and will be able to retake tests to prove proficiency.**
Formatting Work (if applicable)	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:

	Students will follow a guided format on formative.
Attendance	If a student is absent, I can help them get caught up by: **Keeping synergy and the home page calendar up-to-date so students will know exactly what was completed on days they miss.**

Section 6: Course Resources & Materials

Materials Provided	I will provided the following materials to students: **~Guided note packets to be used for in class lectures, and homework completion.**
Materials Needed	Please have the following materials for this course: **~writing utensil** **~folder or binder for storing guided notes** **~chromebook** **~scientific calculator (class set available for sharing among students)** *Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.*
Course Resources	Here is a link to resources that are helpful to students during this course: **Canvas lms.pps.net** **Formative formative.com**
Empowering Families	The following are resources available for families to assist and support students through the course: **Ms. Sansom's Youtube Channel - https://www.youtube.com/channel/UCGi9V7weKd_8ounEgP3K3Hg video lectures. These will also be linked through the canvas home page calendar**

Section 7: Assessment of Progress and Achievement

Formative Assessments	As students move through the learning journey during specific units/topics, I will assess & communicate their *progress* in the following ways: **Students will complete homework in Formative. These are ungraded assignments where I can monitor students' performance as they progress through problems.**

	Students will take progress check quizzes in canvas. They will receive 3 chances to get the answer correct. This grade will be recorded as homework. **Students will take tests in Formative to demonstrate proficiency in each target.**
Summative Assessments	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their *learned* abilities: **Students can do test corrections for learning target for which they were unable to show proficiency.**
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: **Students will review missed test questions and work with me to identify holes in understanding before they complete test corrections.**

Section 8: Grades
Progress Report Cards & Final Report Cards

Accessing Grades	Students & Families can go to the following location for up-to-date information about their grades throughout the semester: **Synergy** **Studentvue or Parentvue access: https://parent-portland.cascadetech.org/portland/PXP2_Login.aspx**
	I will update student grades at the following frequency: **Weekly, as assignments are completed.**
Progress Reports	I will communicate the following marks on a progress report: *Mark:* ***P*** *Meaning of the mark:* ***Student has averaged above 60% proficiency on assignments.*** *Mark:* ***NP*** *Meaning of the mark:* ***Student has averaged below 60% proficiency on assignments.***
Final Report Card Grades	The following system is used to determine a student's grade at the end of the semester: **A-F grading** **A = above 89.5 %** **B = 79.5 - 89.4 %** **C = 69.5 - 79.4 %**

	D = 59.5 - 69.4 %
	I use this system for the following reasons/each of these grade marks mean the following: **A = Student has exceeded learning standards and can apply and explain understanding, cross-conceptually.** **B = Student has exceeded basic learning standards and can occasionally answer higher level reasoning questions.** **C = Student has shown minimal proficiency of understanding and is able to answer basic questions about content.** **D = Student has completed enough work to pass the course, but may be lacking understanding of content.** **F = Student has not completed enough work to pass the course, or has not shown proficiency of understanding**
Other Needed info (if applicable)	