Syllabus: Practices & Policies

2021-2022	Franklin High School

Section 1: Course Overview

Course Title	NGSS Chemistry
Instructor Info	Name: Brit Verissimo Contact Info: bverissimo@pps.net
Grade Level(s)	10th grade
Room # for class	Room: S-016
Credit	Type of credit: Science # of credits per semester: 0.5
Prerequisites (if applicable)	NGSS Physics
General Course Description	This is an introductory level chemistry course based on the Next Generation Science Standards (NGSS). This class will engage 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 your sophomore year chemistry course! I am so happy to have you in my class and I am excited to start our scientific journey together!
Course Highlights *(topics, themes, areas of study)*	The topics we will cover during this year-long course include, but are not limited to: ● Measurements and Calculations

	• The Periodic Table and Atomic Theory • Matter and Energy • Nomenclature • Bonding and Chemical Reactions • Solutions • Acids and Bases • Equilibrium • Nuclear Chemistry • Climate Justice
Course Connections to PPS ReImagined Vision	We will focus on student assets and work to create equity focused learning environments. Students will learn to collaborate with peers in order to solve real-world problems in preparation for their entry into the global workforce. Students will learn to be empathetic, self aware, and reflective. We will center racial equity and social justice issues in our classroom communities.

Section 3: Student Learning

Prioritized Standards	The following standards will be explored in the course: HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. HS-PS1-8. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials. HS-PS1-2. 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. HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

PPS Graduate Portrait Connections  	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: **Inclusive and Collaborative Problem Solvers** **Inquisitive Critical Thinkers with Deep Core Knowledge** **Transformative Racial Equity Leaders** **Resilient and Adaptable Lifelong Learners** **Powerful and Effective Communicators** **Reflective, Empathetic, and Empowering Graduates**
Differentiation/ accessibility strategies and supports:	I will provide the following supports specifically for students in the following programs: *Special Education: Per student's IEP, I will respect accommodations including but not limited to time for assignments, modes of content delivery, and methods of assessment.* *504 Plans: Per student's 504 Plan, I will respect accommodations including but not limited to time for assignments, modes of content delivery, and methods of assessment.* *English Language Learners: Attention is given to making instructions explicit through visual and auditory means. Students may have access to a supportive peer, if appropriate and accommodations during assessments, as needed.* *Talented & Gifted: Communication with student and family to identify specific strengths and specify opportunities for enrichment throughout each unit.*
 	**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 by surveying students about: • How they want to support each other in class, and how they want to be supported • What positive communities have looked like for them in the past • What they need to feel safe and comfortable in the classroom • How they want to show up to class in order to be and feel successful We will practice group work and then reflect on what worked and what didn't. Throughout our time together, I will affirm the validity of all perspectives, ideas and lived experiences.

	I will display our Agreements in the following locations: On the wall(s) of the classroom.
	My plan for ongoing feedback through year on their effectiveness is: ● Asking students to reflect on my class at regular intervals, both in surveys and conversations. ● Checking in regularly with students. ● Warm ups and exit tickets ● End of unit surveys
Student's Perspective & Needs 	I will cultivate culturally sustaining relationships with students by: ● Asking them genuine questions about themselves and their lives ● Validating all perspectives and lived experiences ● Allowing students to see themselves represented in the sciences and media by posting things in the classrooms that reflect who they are
	Families can communicate what they know of their student's needs with me in the following ways: Families can best communicate their student's needs with me by emailing me, or messaging me through the Remind app or Canvas platform.
Empowering Students 	I will celebrate student successes by: ● Creating an environment where students feel comfortable sharing their ideas and products with each other so that we can all celebrate ● Affirming that success is based on effort and energy ● Helping students see the intrinsic reward of challenging your brain ● Giving positive feedback and affirmations when students share answers and present out work, whether to the whole class, in small groups, or individually
	I will solicit student feedback on my pedagogy, policies and practices by: ● Asking students to reflect on my class at regular intervals, both in surveys and conversations. ● Checking in regularly with students. ● Warm ups and exit tickets ● End of unit surveys

	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: First and foremost I strive to create and maintain strong relationships with students. As the year continues, I hope that my relationships with students allow us to work through difficult times, in and out of class. If classroom agreements aren't being followed, I will kindly and encouragingly remind students of our shared class agreements that we created together at the beginning of the year. If this class agreements continued to be ignored or harmed, I will ask to speak with the student(s) one-on-one to see what's going on, either in the class or outside that class that's impacting how they show up to school. If these two approaches do not work, then I will seek input, advice and support from other folks that interact with the student(s) such as other teachers, sports coaches, club advisors, Step Up advocates (if applicable), SPED teachers/paras (if applicable), or other support staff at Franklin. If behaviors continue that harm our classroom and ignore our shared agreements, then I will also contact parents or guardians to receive further support and assistance with the student. If the behaviors involve referral-level actions, then I will also take these actions and communicate with the student that their actions are resulting in these documents being filed.
Showcasing Student Assets	I will provide opportunities for students to share and showcase their work with group work, gallery walks, and well-supported presentations to their peers. Student work will be posted and highlighted around the classroom.

Section 5: Classroom Specific Procedures

Safety issues and requirements (if applicable):	Procedures for emergency situations are printed and hung in each room. Lab safety procedures are discussed at the beginning of the year, and are re-taught with each lab activity. Students are expected to follow proper lab safety procedures at all times. If students ignore lab safety requirements, they will be removed from lab activities and a referral will be written.
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:

	To leave the room for any reason, a student must have a hall pass. Students must check in with me before leaving the room, for safety purposes, and to receive the required hall pass. If a student is late to class, they will be greeted warmly and may jump into the activity that is occurring.
Submitting Work	I will collect work from students in the following way: ● Paper ● Online - Desmos, Canvas, sharing Google Docs or Sheets
	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: Deadlines are given, but not strictly enforced in this class. Students are encouraged to revise in order to improve and continue to demonstrate their learning.
Returning Your Work	My plan to return student work is the following: *Timeline:* Within one week for most assignments. *What to look for on your returned work:* Student will find their grade, along with feedback for how to improve. *Revision Opportunities:* Ongoing, and in multiple formats (written, verbal)
Formatting Work *(if applicable)*	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: Students will learn and practice the lab report format throughout the course of the year.
Attendance	If a student is absent, I can help them get caught up by: -Students should view the Announcements tab on Canvas to see what they missed during the week. -In-person, students can get notes they missed from a classmate, and asked about missed class activities. -Missed assessments may be taken during tutorial.

Section 6: Course Resources & Materials

Materials Provided	I will provide the following materials to students: lab equipment and materials.
Materials Needed	Please have the following materials for this course: Your **school-issued chromebook and charger**, a **notebook**, a **binder or folder** and **pens/pencils**. *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:

	Please refer to the Canvas course page for helpful resources.
Empowering Families	The following are resources available for families to assist and support students through the course: Please use ParentVue in Synergy to help and support your students and to monitor progress.
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: ● Warm Up Activities ● Walking around listening to student discussions ● In-class lab activities ● Group work/group problem-solving ● Exit tickets
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: There are multiple ways for students to demonstrate proficiency throughout the unit, including through lab participation and analysis and major projects. At the end of units, there may be a comprehensive assessment in which students may use their interactive notebooks to assist.
Student Role in Assessment	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Rubrics are created based on the standards and skills being covered in class.
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: ParentVue and StudentVue in Synergy will be the location of up-to-date, official grades.

	I will update student grades at the following frequency: Grades will be updated in Synergy within one week of each graded assignment's due date.
Progress Reports	I will communicate the following marks on a progress report: *Mark: HP* *Meaning of the mark: Highly Proficient* *-The student demonstrates a sophisticated understanding of the concepts and/or science practices.* *Mark: PR* *Meaning of the mark: Proficient* *-The student demonstrates a complete understanding of the concepts and/or science practices.* *Mark: CP* *Meaning of the mark: Close to Proficient* *-The student demonstrates a partial understanding of the concepts and/or science practices.* *Mark: DP* *Meaning of the mark: Developing Proficient* *-Assignment is not turned in and the student's understanding of the concepts and/or science practices cannot be determined.*
Final Report Card Grades	The following system is used to determine a student's grade at the end of the semester: At the semesters (January and June), your average proficiency score will be translated to a letter grade that will be posted to your transcript based on the following numbers: **A= 4.0-3.6 B= 3.5-3.0 C= 2.9-2.5 D= 2.4-2.0 Not Passing < 2.0**
	A proficiency based grading system is used to communicate with students their *understanding* of the concepts and skills being learned and explored in class. Rubrics are created based on the standards and learning targets being covered in class. Each proficiency score given will correspond to the assignment rubric so that students are aware of why they received a particular score. The final letter grade that will be on a student's transcript will represent an average of the overall scores of each skill in Synergy.