



Syllabus: Practices & Policies

2021-2022

Franklin High School

Section 1: Course Overview

<i>Course Title</i>	Chemistry NGSS - "NGSS" stands for "Next Generation Science Standards," which have been adopted by most states because they emphasize the skills of science and engineering rather than information.
<i>Instructor Info</i>	Name: Anna Sky Contact Info: asky@pps.net
<i>Grade Level(s)</i>	10th grade mostly - some older / younger students also take this class
<i>Room # for class</i>	Room: S-012
<i>Credit</i>	Type of credit: Science # of credits per semester: 0.5, so 1 total Science Credit
<i>Prerequisites (if applicable)</i>	None
<i>General Course Description</i>	Chemistry NGSS is focused on the study of matter: its composition and behavior. Students will practice skills of scientific inquiry, experimentation, and analysis.

Section 2: Welcome Statement & Course Connections

<i>Personal Welcome</i>	I'm excited to work with our students to become more thoughtful citizens!
<i>Course Highlights (topics, themes, areas of study)</i>	We will use the concepts of Chemistry as a vehicle to enhance our critical thinking skills through the following topics: Matter & Classification, Atoms, Periodic Table, Compounds & Bonding, Chemical Reactions, The Mole, Stoichiometry, and Molecules (among other topics).



<p><i>Course Connections to PPS ReImagined Vision</i></p>	<p>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 as part of our classroom communities.</p>
<h3>Section 3: Student Learning</h3>	
<p><i>Prioritized Standards</i></p>	<p><u>HS-PS3-2 Energy</u> 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).</p> <p><u>HS-PS3-1 Energy</u> 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</p> <p><u>HS-PS1-1 Matter and its Interactions</u> 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.</p> <p><u>HS-PS1-2 Matter and its Interactions</u> 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.</p> <p><u>HS-PS1-7 Matter and its Interactions</u> Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</p>
<p><i>PPS Graduate Portrait Connections</i></p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● <i>Grow capacity for compassionate, critical thinking about scientific connections to their lives and the world</i> ● <i>Practice collaborative processing skills by engaging in group problem-solving experiences and discussions</i> ● <i>Generate meaningful questions driven by their own curiosity in order to deepen core scientific understanding and relevance to their lives outside of the classroom</i>



<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education: Per student's IEP, I will make reasonable accommodations including but not limited to time for assignments, modes of content delivery, and methods of assessment.</i></p> <p><i>504 Plans: Per student's 504 Plan, I will make reasonable accommodations including but not limited to time for assignments, modes of content delivery, and methods of assessment.</i></p> <p><i>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.</i></p> <p><i>Talented & Gifted: Communication with student and family to identify specific strengths and specify opportunities for enrichment throughout each unit.</i></p>
<p>Section 4: Cultivating Culturally Sustaining Communities</p>	
<p><i>Tier 1 SEL Strategies</i></p> <p><i>Shared Agreements</i></p>	<p>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:</p> <ul style="list-style-type: none"> ● What goals they would like to pursue as a class ● What positive communities have looked like for them ● What they need to feel safe and comfortable in the classroom. <p>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 - public school is a unique opportunity to be around a wide variety of backgrounds and cultural values. Our diversity is a strength!</p> <p>I will display our Agreements in each week's slideshow and a poster in the classroom. I hope to use our class goals to help students see why these agreements are important. I plan to use follow-up surveys and discussions to assess the effectiveness of our agreements.</p>
<p><i>Student's Perspective & Needs</i></p>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● Asking them questions ● Validating all perspectives as a product of environment and experiences. <p>Families can communicate their student's needs with me by answering the 'back to school' survey, emailing me, or messaging me through Remind.</p>



<i>Empowering Students</i>	<p>I will celebrate student successes by:</p> <ul style="list-style-type: none"> • 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 time spent. • Helping students see the intrinsic reward of challenging your brain so that it can grow stronger.
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> • Asking students to reflect on my class at regular intervals, both in surveys and conversations. • Checking in regularly with students. • Exit tickets
	<p>When class agreements aren't maintained (i.e. behavior) by a student, I plan to start the discussion with restorative justice questions that ask students to reflect on their thoughts, feelings, and the results of their actions. What can we do to pursue our goals for our community? How can you repair the current action and do better next time?</p>
<i>Showcasing Student Assets</i>	<p>I will provide opportunities for students to share and showcase their work with group work, gallery walks, and well-supported presentations to their peers.</p>

Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	<p>Emergency procedures for special scenarios are printed and hung in each room. Labs with specific safety concerns will be discussed prior to using equipment.</p>
<i>Coming & Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: Students are greeted when they arrive. They have a seating chart so they know where to sit. Classes maintain routines that are predictable for students. To leave the room, a student must have a hall pass.</p> <ul style="list-style-type: none"> • One person at a time may leave to use the restroom or get water.



	<ul style="list-style-type: none"> • Students may leave to visit the nurse or get tech support, etc.
<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> • Paper • Online - Formative, Student Desmos, Canvas
	<p>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:</p> <p>Will continue to accept late work within each unit.</p>
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p><i>Timeline:</i> Within ONE WEEK for most assignments. Within two weeks for longer projects and exams.</p> <p><i>What to look for on your returned work:</i> Student will find their grade, along with feedback for how to improve.</p> <p><i>Revision Opportunities:</i> Ongoing</p>
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:</p> <p>n/a</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by:</p> <p>If you are absent, it is YOUR responsibility to make up any missed work. CHECK CANVAS for resources and activities missed. Get notes from a classmate. Look through any powerpoints we did as a class.</p> <p><i>If you miss an exam:</i></p> <ul style="list-style-type: none"> • Must be made up within 48 hours of your return (TWO full school days). <p><i>If you miss a lab:</i></p> <ul style="list-style-type: none"> • If you miss the data collection, you will need to copy data from a classmate, but complete analysis questions with your group (or on your own). • If you miss the analysis time given in class, you must complete this on your own.

Section 6: Course Resources & Materials



<i>Materials Provided</i>	I will provide the following materials to students: lab equipment
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> ● Chromebook and charger ● Notebook for note-taking, ● Folder for holding papers ● Pen/Pencil ● Calculator (simple scientific) <p><i>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.</i></p>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: See Canvas course
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <ul style="list-style-type: none"> ● ParentVUE

Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <ul style="list-style-type: none"> ● Warm Up Activities ● Walking around listening to student talk ● Practice problems ● Exit tickets ● Feedback on all assignments turned in
<i>Summative Assessments</i>	<p>As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities:</p> <p>There are multiple ways for students to demonstrate proficiency throughout the unit, including through lab participation and analysis, major projects, quizzes, exams.</p>



<i>Student Role in Assessment</i>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <p>Answer keys will be provided for all practice problems and quizzes. As stated above, students have multiple opportunities and methods of communicating their understanding of concepts, including but not limited to formative assignments, labs, class discussions, and tests/quizzes. Students may revise any work and complete test corrections.</p>
<p>Section 8: Grades Progress Report Cards & Final Report Cards</p>	
<i>Accessing Grades</i>	<p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p> <p>ParentVue and StudentVue in Synergy will be the location of up-to-date, official grades.</p> <p>I will update student grades at the following frequency: Grades will be updated weekly (in Synergy)</p>
<i>Progress Reports</i>	<p>I will communicate the following marks on a progress report:</p> <p>Points-based assignments with traditional A-F grades</p> <p>Major Grades 60% (exams, quizzes, projects) & Minor Grades 40% (labs, daily assignments/activities, notebook checks, safety procedures, tickets out, current events, group discussions)</p> <p>A- 90% and up B- 80--89% C- 70-79% D- 60-69% F- 59% and below</p>
<i>Final Report Card Grades</i>	<p><i>Same as Progress reports</i></p>



	<p>I use this system for the following reasons/each of these grade marks mean the following:</p> <p>Students are familiar with the traditional grading system and it's one less thing for them to be confused about.</p> <p>A-level work shows a high level of understanding, with few errors.</p> <p>B-level work shows a solid understanding, but with some errors in conceptual understanding.</p> <p>C- level work shows some comfort with the concepts, but also some gaps in understanding.</p> <p>D-level work shows students are making an effort to understand and practice the concepts, although there are some major gaps.</p> <p>F-level work typically has many missing assignments, and students have not been able to show understanding of most concepts.</p>
Other Needed info (if applicable)	

