

ECCO High School  
**Chemistry Foundations- Syllabus**

*This is a working draft, content is subject to change*

***Si necesita más información en Español sobre esta clase, por favor comuníquese con Molly Gillett o por correo electrónico [gillett\\_m@4j.lane.edu](mailto:gillett_m@4j.lane.edu)***

**Course:** Chemistry Foundations-A

**Instructor:** Elisa Halemeier

**Class location:** 115

**Office Hours:** Daily 6<sup>th</sup> period (by appointment)

**Class Time/Dates:** Daily (Periods 7&8: 2:20-3:55pm)

**Course Website:** [http://blogs.4j.lane.edu/halemeier\\_e/](http://blogs.4j.lane.edu/halemeier_e/)

**Required Text:** none

**e-mails:** [halemeier\\_e@4j.lane.edu](mailto:halemeier_e@4j.lane.edu)

**Phone:** (541) 463-3930

**Course Description:**

In this trimester of Chemistry Foundations- (Kitchen Science) you will be learning and applying numerous ways to help develop your scientific & academic skills such as critical thinking & inquiry. This course is an introduction to physical science and general chemistry. We will be studying foundational physical science and chemistry topics including: **atoms, molecules, periodic table**, and **chemical reactions**. Chemistry Foundations-A will also be a place where you will practice various study skills techniques, such as Cornell Note Taking, critical reading, and marking the text. We will be looking at science we use daily in our kitchens, the course will focus on labs and topics. Lastly, this course will hopefully be a little fun along the way.😊

**Course Behavioral Expectations:**

1. Come to class **prepared** (INB, writing utensils, etc) & **on time**
2. Treat all humans & other animals with **respect** & in a **positive manner**  
**Foul or inappropriate language is neither acceptable nor tolerated.**
3. Treat all materials (textbook, lab equipment, etc) with **care**

**Units of Study:**

Standards in the following areas from the Next Generation Science Standards will be addressed:

|                               |   |
|-------------------------------|---|
| History and Nature of Science | Science in Personal and Social Perspectives                   |
| Science and Technology        | Earth and Space Science                                       |
| Life Science                  | Physical Science  |
| Science as Inquiry            | CCSS ELA- Science Literacy and Vocabulary in the content area |

**Assignments, Tests & Quizzes:**

Assignments & Labs are due at the beginning of the period into the turn in boxes unless otherwise indicated.

Tests & quizzes are to be completed & turned in the same class period

Calculators may be used for math, unless otherwise stated on a lab or activity.

**Missed classes:**

1. **Look up** the Warm-up questions & activities using the website's daily schedule slideshow.
2. **Complete** Warm-up & Schedule of activities
3. **Pick up** any papers or assignments you missed
4. **Check in** with me about any questions or clarifying that is needed

**Grading:**

| Assignment Category                                     | Point Value  | Quantity  | Total Point Value | Percentage of Grade |
|---|--|---|-------------------|---------------------|
| Lab Student Pages/Participation                         | 10 pts each  | Required:<br>10 Lab Student Pages   | 100 pts           | 33%                 |
| Lab Reports   | 20 pts each<br>(See Rubric)                          | Required:<br>5 typed lab reports<br>following lab report<br>expectations                        | 100 pts           | 33%                 |
| Lab Safety  | 3 pts each lab<br>+<br>7 pts safety<br>materials/WS  | Required:<br>each lab for a maximum of<br>11 labs   | 40 pts            | 14%                 |
| In Class Assignments,<br>Assessments, and Participation | Misc. Assignments,<br>Assessments +<br>Participation | Various/<br>Daily Tasks and<br>Assignments  | 60 pts            | 20%                 |
| Extra Credit  | Varies   | Additional Lab Reports<br>+<br>Independent Research<br>+<br>Other Extra Credit<br>Opportunities | Varies            |                     |

**Grading Scale:**

A = 90-100%    B = 80-89.99%    P = 60-79.99%    NP = 59.99% and below

At the end of the semester you will receive a final letter grade for the course in Synergy based on the following breakdown:

**A** - Always turns work in on-time. Completes all assignments and tasks. Excellent attendance (except for excused absences). On average, assignments and performance tasks reflect advanced proficiency. Earns minimum 90% of total points possible.

**B** - Usually turns work in on-time. Completes most assignments and tasks. Good attendance and makes an effort to make-up missed class work. On average, assignments and performance reflect proficiency. Earns minimum 80% of total points possible on assignments and performance tasks.

**P** - Often turns work in late. Completes 60%-79.99% of assignments and tasks. Erratic attendance with minimal effort to make-up missed class work. On average, assignments and performance reflect developing proficiency. Earns minimum 60% of total points possible on assignments and performance tasks.

**NP** - Work completion chronically late. Completes fewer than 60% of assignments and performance tasks. Poor attendance and almost no effort to make-up missed work. On average, assignments and performance tasks reflect emerging proficiency. Does not reach minimum passing percentage (60%) of total points possible.

**Late work:**

Turn in assignments/projects on time for **full credit**. Late work will be accepted; I would much rather see your thoughtful work, than not! All late work must be turned in by the 6 week grading periods. Students may earn partial credit each 6 weeks.

### Laboratory Policy:

There will be numerous labs to complete over the course of Chemistry Foundations. To keep the labs at a manageable level and for the **safety** of all students, it is imperative that you **follow all directions** for the lab very specifically. Failure to do so will result in suspension of lab privileges, as well as substitution of a written activity. If you miss a lab, you will be either given data to process or be assigned an alternate activity.

**Attendance Policy:** (see Student Planner/Handbook for more details)

Absence\* = gone from class for entire period

Tardy\* = late to class (<10min=Late, >10min=Very Late)

*If you are late, please come to class! Please enter quietly and be ready to learn! You're a valuable part of our community!*

**Bathroom:** If students are gone from class for longer than 10 min they are marked tardy. Students need to let me know where they are going. This can be a discrete.

### Food & Drink Policy:

**LAB DAYS: NO** Food or drink in class, **except** unsweetened water in a sealable container (i.e. personal H<sub>2</sub>O bottle or purchased bottled H<sub>2</sub>O)

All other days: health snacks and beverages are okay, but only if there is no messes left (please clean up after yourself)

### Academic Integrity:

It is expected that students will respect and be held to a high level of academic integrity. Academic Integrity is not something taken lightly at ECCO. Breaches of academic integrity include cheating, copying assignments, plagiarism (presenting another's work as your own), and facilitation of cheating/plagiarism/copying. We expect our students to hold themselves to a high level of integrity; students who choose not to do so will face consequences, including but not limited to, receiving a zero on the assignment/project/test, referral, and parent notification.

We want our students to be held to an academic standard that prepares them for both future college and career paths. The following information on plagiarism is taken from Lane Community College.

"Members of an academic community have both rights and responsibilities. Faculty, students and staff must demonstrate integrity in their work and deed. They must treat others and their ideas with respect and exercise honesty in written and spoken exchange.

**Plagiarism:** All work submitted in this course must be your own and must be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly attributed and cited. If you are found guilty of plagiarism on an assignment, you will receive a zero for that assignment and be referred to a judicial advisor."

**ECCO's Mission:** Come willingly. Find your purpose. Do the work. Leave prepared. Live empowered.

**"I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."**

– Nelson Mandela

### Electronic Device Policy:

Cell phones/Electronic Devices need to be **OFF** and **AWAY** at the start of class. These devices should be stored and secured for the duration of class (the exception being 'tech on' time). During labs materials could be used that could hurt/destroy your technology we will not be liable for technology hurt by not following the guidelines. Cell phones/Electronic Devices should be used in a professional and respectful manner. This means phones/technology should not take away from your or other people's learning experience. If cell phones are being used in class for non-educational purposes, they will be asked to turn in their devices to the office.

**Young parents may have their cell phones available and accessible for contact with the childcare center.**

## **Fall 2017 Kitchen Chemistry Projected Schedule**

(labs are subject to change)

| <b>Week</b> | <b>Dates</b> | <b>Theme</b>   | <b>Lab</b>            | <b>Important Dates</b>                                     |
|-------------|--------------|--|-----------------------|--|
| 1           | Sept 6-8     | Welcome<br>Course Overview<br>Lab Safety Expectations                                      | No Lab                |  |
| 2           | Sept 11-15   | Changes in Matter:<br>Intro to Atoms<br>States of Matter                                   | Butter Battle         | Sept 15: Half-day  |
| 3           | Sept 18-22   | Changes in Matter:<br>States of Matter<br>Intro to Scientific<br>Writing/Lab Reports       | Exploding Corn        |  |
| 4           | Sept 25-29   | Changes in Matter:<br>Phase Change/ Transfer<br>of Energy                                  | Melting Apples        | Sept 29: Half-day  |
| 5           | Oct 2-6      | Changes in Matter:<br>Phase Change/ Transfer<br>of Energy                                  | Cold Milk             |  |
| 6           | Oct 9-12     | Changes in Matter:<br>Structure of Atoms<br>Chemical Reactions<br>Variables in Experiments | Gummy Invertebrates   | 6 Week Grading<br>Oct 12: Half-day<br>Oct 13: No School    |
| 7           | Oct 16-20    | Acids/Bases:<br>Chemical Reactions<br>pH Scale   | Acidic Milk           |  |
| 8           | Oct 23-27    | Acids/Bases  | Berries and Bacteria  | Oct 27: Half-day   |
| 9           | Oct 30-Nov 3 | Biochemistry   | Ball Park Pretzels    |  |
| 10          | Nov 6-9      | Biochemistry   | Cinnamon Rolls        | Nov 9: Half-day<br>Nov 10: No School                       |
| 11          | Nov 13-17    | Biochemistry   | Growing a Pancake     |  |
| 12          | Nov 20-22    |  | No Lab                | Nov 22: Half-day<br>Nov 23: No School<br>Nov 24: No School |
| 13          | Nov 27-Dec 1 | Molecular Structure  | Crystal Carbohydrates | Dec 1: No School<br>Final Grading Day                      |

### Lab Report Grading Rubric:

|                       | 4  | 3   | 2   | 1  | 0                                  |
|-----------------------|--|---|---|--|------------------------------------|
| Introduction          | Background information is researched and cited.<br>Hypothesis is stated in "If...then..." format and explained.  | Background information is researched and cited.<br>Hypothesis is stated but not explained and not in "If...then..." format. | Background information is vague or brief.<br>Hypothesis is stated but not explained and not in "If...then..." format. | Background is vague or brief, hypothesis is vague, or background or hypothesis is missing. | No introduction is presented.      |
| Materials and methods | Materials and amounts are identified.<br>Steps are easy to follow and in paragraph form.   | Materials are mentioned but without amounts.<br>Steps are easy to follow and in paragraph form.                             | Materials are mentioned but without amounts.<br>Steps are vague but in paragraph form.                                | Doesn't provide enough information to represent an experimental procedure.                 | No materials or methods described. |
| Data                  | Data is complete and relevant.<br>Tables are easy to read and units are provided.<br>Graphs are labeled and show trends.<br>Questions are answered completely and correctly. | One component of data incomplete:<br>___ Tables<br>___ Graphs<br>___ Questions  | Two components of data incomplete or one missing:<br>___ Tables<br>___ Graphs<br>___ Questions                        | Data is brief and missing significant pieces of information.                               | No data reported.                  |
| Conclusion            | Conclusion summarizes experiment, cites data, addresses hypothesis, and cites sources of error   | One component of conclusion missing:<br>___ Summary<br>___ Data<br>___ Hypothesis<br>___ Errors                             | Two components of conclusion missing:<br>___ Summary<br>___ Data<br>___ Hypothesis<br>___ Errors                      | Conclusion is brief and is missing significant pieces of information.                      | No conclusion present.             |
| Report Quality        | Report is well organized and cohesive and contains no mechanical errors.<br>Presentation seems polished  | Report is well organized and cohesive but contains some spelling or grammatical errors                                      | Report is somewhat organized with some spelling or grammatical errors.  | Report contains many errors.   | No attention to detail evident.    |

from: <http://static.nsta.org/connections/highschool/201201LabReportRubric.pdf>