

General Chemistry
Fall 2023 - Spring 2024
www.ohschemistry.org

Ms. Call
brittanycall@alpinedistrict.org

Mr. Knappenberger
zknappenberger@alpinedistrict.org

Behavioral Expectations

Kind

As a member of the Orem High School community, you have a responsibility to all members of our community. So many times we can get caught up in our own wants and needs and lose sight of how our attitudes and actions impact other members of this community. To be kind means to think of the needs of others in the community and relate to them in ways that foster their wellbeing and success. This is the foundation of everything that we do in chemistry.

Committed

Successful behaviors tend to lead to successful learners. If you were to casually observe a class of students for any period of time you could quickly identify the successful learners based solely on their behaviors and daily levels of engagement. In an effort to help you be successful, we expect you to:

- Actively seek help
- Be prepared each day
- Use our website; be aware of upcoming events
- Consistently attend class on time
- Communicate appropriately with teachers
- Be a proactive student - don't play the victim

With the exception of attendance, maintaining these expectations will be the responsibility of the student.

Context Appropriate

Part of being a successful student (and adult) is learning to mold your behavior to the context in which you are present. For example, behavior which is completely appropriate and desirable as your cheer for our soccer team is not appropriate in a classroom setting. To help you learn these important life skills we will teach and reinforce the following steps:

1. Look outside yourself and determine the context - Look beyond your nose
2. Determine what behavior is appropriate given the context - Figure out how you should behave
3. Purposefully implement these behaviors - Do it!

In chemistry you will encounter the following contexts:

1. Teacher-Led Instruction
2. Student Work Time
3. Lab
4. Testing

To help students engage appropriately in each context, we will implement the following process:

1. Teach expectations for each context
2. Remind (before task as necessary)
3. Reinforce/Redirect
4. Remove
 - First offense —> you will be removed from context - you will be welcome back when the teacher determines that you can demonstrate appropriate behavior and the teacher invites you back.
 - After multiple removals —> contact parents, teacher teams, SST —> consider other options (purposeful schedule changes and/or online learning)

Attendance

You will be to class on time everyday. Should you miss class, for whatever reason, all the materials needed to make up the missed class time is posted on our website. The expectation is that you will return to class having learned the missed material and completed any missed classwork. We are happy to answer questions and clarify concepts once that has been completed.

Coming to class late is not acceptable. Not only does it interrupt the flow of class for the present students and teacher, it also demonstrates a lack of academic commitment. This said, we understand arriving late to class is sometimes unavoidable. As such, you will get 2 free tardies per semester. If you do come to class late, you will find the door closed. You will wait patiently until your teacher invites you into the class. You will enter quietly and efficiently as you join what the class is engaged in. Should you miss turning in any work, you will come during flex time that day and submit your work. Your work will be received as “on time” if you haven’t exceeded the 2 tardy limit. If you have used your two “free” tardies your work will be recorded as late.

Homework

Homework will be assigned almost every day. All assignments are due at the beginning of the next class period. These class periods will begin by addressing questions and recording scores publicly. Scores will be based on assignment completion and verification that you got your questions answered during the homework review time. Homework will be considered late if it is not turned in when due. When completed, any late work is worth 70%. Because homework prepares you for the test, late homework will not be accepted after the unit test. Should you be sick or have other extenuating circumstances, please communicate with your teacher.

Lab Work and Activities

All lab reports and activity writeups will have a clear due date. Many times this due date will allow time for rough draft editing with your teacher. Rewriting labs and activities is not an option. If you don’t turn labs or activities in at the time they are due, they will be accepted until the end of the quarter, at a 20% deduction. Each lab/activity will be submitted as an organized, quality product. If you miss a lab or activity, videos of what you missed are posted online, along with introduction videos and class handouts. You are expected to access these resources and complete the lab or activity on-time. Should you be sick or have other extenuating circumstances, please communicate with your teacher.

Tests

Each unit will end in a test and the opportunity to remediate the unit’s material if necessary. If you miss the test, you will be allowed to take it outside of class time by appointment. Be aware that if you take the test late, you may run out of time to participate in the remediation process.

Experience and data collected over years of teaching and testing shows us that students who don’t perform well on tests need more than an opportunity to retake the test in order to master the material. Data suggests that simply retaking a test often leaves a student with gaps in their content mastery which can hinder their future learning. Therefore, instead of retests, we implement a remediation process aimed at helping you master just the material you need to move forward with confidence into upcoming units. This material is referred to as “essential skills and concepts” or “the essentials”.

After each test, you will evaluate your test for evidence of mastery of the essentials. Should you score less than 85% on the original test and not demonstrate mastery of these essentials, you will be given the opportunity to engage in a remediation process during which you will relearn and practice the essentials for the unit. The remediation process ends in an essentials test focusing only on these essential concepts and skills. Because it doesn’t cover all the material for the unit, your score on the essentials test will not replace your original unit test score. Demonstrating mastery of these essentials by scoring better than 80% on the essentials tests can have two possible outcomes, depending on how you scored on the original test:

<u>Original test</u>	<u>Essentials test</u>	<u>Outcome</u>
74% or less	80% or higher	Original test score changed to 75%
75% - 84%	80% or higher	7 points extra credit in homework section of grade

Please note, participating in remediation is not intended to give you an “A” in the class. Instead, its intent is to help you close gaps in your learning that could hinder you later.

Grading

We will use the following grade scale, based upon a weighted category grade structure. Please note that this scale is not the schoolwide scale. Instead, it is more generous:

A	92-100%		
A-	90-92%	Homework	15%
B+	88-90%	Labs/Activities	30%
B	82-88%	Tests	<u>55%</u>
B-	80-82%		100%
C+	78-80%		
C	72-78%		
C-	70-72%		
D+	68-70%		
D	62-68%		
D-	60-62%		
F	60 and below		

Class Materials

You need the following items:

- Scientific calculator (TI 30X IIS or better)
- Three ring notebook for this class only, filled with college ruled paper
- 5 divider tabs in notebook, labeled:

Class Resources

Classnotes

Homework

Labs/Activities

Paper Storage

- Pencils - All submitted work in this class must be done in pencil with clean erasures.
Work done in pen may not be accepted.

A Note to Parents:

The chemistry department at OHS believes strongly in partnering with parents in an effort to encourage student success. You will find our teachers accessible and invested in forming relationships with you and your students. This said, should you need to connect with one of our teachers, please initiate by sending an email and scheduling an appointment to meet. Parent pop-ins are not only disruptive, but typically don't allow for adequate preparation. Also, when we do meet, you can expect to be heard and treated with kindness. We expect the same in return. Lastly, depending on the nature of the meeting, we may choose to meet with you as a chemistry teaching team and may include our administrative leadership.

I have read and reviewed this disclosure document. I understand and agree with the policies, procedures, and expectations of this class.

Name (print): _____ Period: _____

Student Signature: _____

Parent/Guardian Signature: _____

Date: _____