

## Introduction to Chemistry Expectations

The **purpose** of this course is to describe, explain and predict natural phenomena by studying the interactions of matter in the macroscopic and atomic level while preparing students for Honors Chemistry and Biology. Concepts to be discussed include properties of periodic table, radioactivity, elements of chemistry (balancing equations), chemical bonding, thermal energy, heat transfer and change of phase.

**Materials needed:** Graphing lab book, non graphing calculator, writing utensils, 3 ring binder or folder for handouts, paper (loose leaf or notebook) for taking notes, ruler, dry erase marker

### Students will be expected to:

1. Participate in whole class and small group discussions.
2. Take clear notes from in class discussion. Remember, demonstrations are performed to reinforce concept and should be included in notes. If student is absent, it is the responsibility of the student to get notes missed from a fellow student or directly from the teacher.
3. Review class notes at home daily.
4. Ask questions to clarify concepts. You probably are not the only one confused.
5. Complete all practice worksheets. Any incomplete homework will be expected to be completed after school the same day it is due.
6. Respect equipment while performing labs & follow all safety precautions.
7. Complete labs on time.
8. If quarantined, the student is expected to notify the teacher ASAP and participate in google meets for class discussions along with completing all practice worksheets (unless sick, of course). Lab measurements will be completed once the student is allowed in the classroom.

### Lab expectations are the same as in Laboratory Science Foundations:

1. Your lab book must be your work only. Plagiarism will result in a zero. We are privileged to have much expensive equipment to use for labs. Any inappropriate behavior will result in not finishing the lab. You will then be expected to answer all questions for that lab to earn an F on the lab.
2. Lab procedures will be performed with a partner chosen at random for each lab. *Analysis* and *conclusions* must be drawn individually. Remember, no plagiarism!
3. Labs are due at the very beginning of class period. Late labs will lose 3 points per day (even if turned in at the end of the same day).
4. A student may be asked to stay after school to redo an unsatisfactory lab write up. We are striving for maximum effort and poor effort will not be accepted.
5. Participation points will be awarded for class lab analysis for both asking the group questions and for answering others' questions. To evenly distribute points as much as possible students may only earn participation points when called upon by the teacher and will be deducted points if being disruptive during discussions. This is the students opportunity to share their knowledge with one another – great learning opportunity!

**Absences:** Any daily assignment, lab work, quiz, or test that is due the day you are absent must be turned in/made up the day you come back from the absence. If you know ahead of time that you will miss class you should connect with the teacher before you leave to receive materials you will be missing. All missing work can be found on the “daily lesson plans”. Students are expected to attend google meets and complete daily assignments while quarantined if they are physically able.

**Other sources to accelerate learning:** teacher is available daily until at least 3:30 for concept discussion, tutors are available upon request.

**Tests** will consist of both multiple choice and free response.

**Grades** will consist of homework, quizzes (both lab and concept), labs, and tests. Grades are calculated using the following percentages: Periodic Table & Radioactivity 30%, Classifying Matter 30%, Chemical Bonding & Thermal Energy 30%, Participation 3%, Final Exam 7%. This course will close with a cumulative final. Xavier grading scale will be used. End of term letter grade rounding will be based on class participation (showing positive enthusiasm for the course and completing **all** assignments on time).

**Teacher recommended studying tips:**

1. Study a little bit EVERY NIGHT for 10 or 20 minutes in a quiet, well-lit area, like the kitchen. Don't try to study it all the night (or morning) before the test. "Cramming" only uses your short term memory, and the information you study last minute may not be there in your brain by the time you take the test.
2. Go back over your work in your science notebook. Look at the labs and worksheets we did to reinforce an idea.
3. Demonstrations done in class make good test questions. Try to re-explain the demos to quiz yourself. Other places to find study questions are the chapter review questions at the end of each chapter, concept check questions located throughout the chapter, and exercise questions assigned at the end of each chapter.
4. Rewrite your notes. Don't just read them. Try folding a piece of paper in half the long way. Rewrite the notes on the left side. When you have a question about the material, an example or personal memory trick for a certain part of the notes, write it on the right side of the paper.
5. Make flashcards for chapter or unit vocabulary words. Study a few of them each day the week before the test. Quiz yourself. Have a friend or parent quiz you.
6. Teach what you are studying to a study buddy or parent. If you can explain the ideas being tested to another person clearly, then you will have a clear understanding of it yourself. Teachers seem to know everything because we have to understand it to teach it.
7. Put the information into a GRAPHIC ORGANIZER or make a CARTOON of the concepts. If you can visually represent information, you will have a more in-depth understanding of the information.