



CHEMISTRY

Insert Teacher Name

Insert Room Number

Full Year

Insert Email Address

COURSE DESCRIPTION

Students in high school continue to develop their understanding of physical science, specifically chemistry. The high school performance expectations in Chemistry build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena. There are three disciplinary core ideas in high school chemistry: 1) Structure and Property of Matter 2) Energy 3) Chemical Reactions. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. In the chemistry performance expectations at the high school level, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; students will use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation.

COURSE OBJECTIVES

Students will understand that:

- The behavior and properties of matter relate to atomic and molecular structure.
- Chemical interactions can be predicted and explained
- All changes in and interactions of matter are associated with changes in energy.
- Scientific knowledge is a process and not a finished product

UNITS OF STUDY

- Structure and Properties of Matter
- Periodicity and Bonding
- Energy
- Chemical Reactions: Conceptual
- Chemical Reactions: Quantitative

COURSE POLICIES AND REQUIREMENTS

GRADING (see [FPS BOE Policy 6154.1AR](#))

o Cumulative/In-Progress Grade:

10% of the grade will be based on formative assessments, homework completion, and/or behavior
90% will be based on summative assessments, of which there will be a minimum of eight for this full-year course; these may include Unit Tests, Mid-Unit Tests, Projects, Performance Tasks, Summative Quizzes, etc.

o End-of-the-Year Grade:

80% of the overall course grade will reflect the student's mastery of course content and skills during the school year through the Cumulative/In-Progress Grade

10% of the End-of-the-Year course grade will be based on the Mid-Year Assessment

10% of the End-of-the-Year course grade will be based on the Final Assessment

o Grade Reporting:

All grades will be communicated through Infinite Campus

Summative assessment results will be reported back to the student within ten school days from the date of submission or the due date

o Guidelines for Late Work:

Late work will be accepted for both summative and formative tasks within a defined timeline agreed upon between the student and the teacher

The total points may be reduced as a penalty for late work

o Reassessments:

- Any extenuating circumstances may be discussed with administration to allow alternative reassessment opportunities with administrative approval.
- Reassessment opportunities are defined as twice per year (with a maximum of one per quarter) for assignments that students met the original required deadlines and do not violate the academic integrity policy. Reassessment does not apply to midyear assessments or final assessments.
- Gradebook impact of Reassessment: original and reassessment scores will be averaged in the gradebook.

MATERIALS:

EXPECTATIONS OF STUDENTS: Insert Course Expectations Here

EXTRA HELP: .