**CHEMISTRY SYLLABUS 2019-2020**

**The Lutheran High School of Kansas City**

E block: Class times: M-9:55-10:50, T-1:24-2:56, Th-1:16-2:40

Instructor: Mrs. Jonelle Hizer, B.A. Biological Sciences, M.S. Education

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Phone: (816) 241-5478

Plan time: A block and B block

**Course Description:** Chemistry is a yearlong course in which students study the properties, composition, structure, and interactions of matter.  Students will leave this course with a solid background in Chemistry and prepared for upper level Science courses.

**Goals/Objectives**: Students who successfully complete this course will…

* Understand the periodic table and how elements chemically bond
* Apply dimensional analysis to problems using conversions (mass to moles, etc)
* Apply the rules for naming and writing formulas for ionic and molecular compounds
* Calculate percent by mass, empirical and molecular formulas
* Predict products of reactions and balance those reactions
* Interpret balanced chemical equations in terms of moles, representative particles, mass, and gas volume at STP

**Outcomes:** Students will complete:

* Individual and group labs: scientific method inquiries, chemical reactions labs, flame test labs, salts labs, acids/bases labs, oxidation reduction labs, making soap, making ice cream using liquid nitrogen, etc.
* Lab reports: proper format will be given to students, this involves using the scientific method to state the problem, research and gather information, form a hypothesis, test the hypothesis (identifying all variables), analyze data (using graphs/tables), and make a sound conclusion.
* Individual and group projects: atom projects, chemical bonding projects, chemical balancing, Mole day activities, chemical naming activities, etc.

**Methods:** The methods of learning students will be engaging in are:

* Book work: *Chemistry* by Prentice Hall –Wilbraham, Staley, Matta, Waterman
* Cooperative learning using hands on labs and projects
* Note taking: PowerPoint lectures, smartboard activities
* “Do now” questions “Bell Work”: question on board to be answered when student enters class, pertaining to topic for the day, gets the brain ready and focused on our topic
* Quizzes: given throughout unit, to assess comprehension, format varies from multiple choice to fill in the blank, lab quizzes, filling in unknowns
* Tests: given at the end of the unit to assess comprehension, format varies from multiple choice, fill in the blank, short answer, lab tests, filling in unknowns
* Lab reports
* Homework: varies from practice problems, to projects that need to be completed outside of class
* Classwork: varies from demos, to quick labs, to problems

**Expectations for classroom conduct**

* Be prepared for class: be on time, have assignments ready, have all materials required for class
* Respect yourself and others: no verbal putdowns or classroom disruptions tolerated
* Listen to directions
* Follow school handbook
* Respect and appropriate behavior shown toward instructor
* Homework labeled and on time: if you are absent it is **your responsibility** to obtain assignment and turn in within 1 block day of returning to school. Homework is to be labeled with first and last name, date, and block in upper right hand corner. Assignments are to be turned in at the beginning of the hour.
* “Do Now” Question/Bell Work: At beginning of hour, be in seat, copy, and answer “do now” question located on board. A unit’s worth of “do now” questions/bell work will need to be kept on the same piece of paper that will serve as part of your weekly classwork. In addition, below the “Do Now” question on the smartboard will be our agenda for the day entitled, “What are we doing?”
* Pay attention in class: there is no sleeping in class, laying your head down, or eating. You may have a bottle of water. (water only, no sodas, Monster drinks, etc.!) At end of class, remain in seat until dismissal bell rings.
* **NO CELL PHONES:** if your cell phone is visible or audible it becomes mine until the end of the block. On the second and following offenses, your cell phone will be turned into the office for you to pay to get back. If this becomes an excessive issue, other disciplinary measures will be put into place. Note: If there is a poor attitude about handing over the phone, your phone can be directly sent to the office even on the first offense.

**Consequences for poor behavior/bad choices/no homework in**

* 1st- Light warning: this could be verbal, look, or note
* 2nd- Major warning: this could be conference, note, verbal
* Parental/Guardian contact: this could be phone call, e-mail
* Detention: after parent has been contacted students will be subject to detention for same offense
* Referral to Disciplinarian and Parental contact
* Students may be immediately referred to Disciplinarian if they do not heed warning and there is a constant disruption to the learning process.
* Late work will negatively impact your grade: **you will lose 20% for every class it is late.**
* Cheating policy: If you are caught cheating (this includes tests, finals, and homework, i.e. handing another student your homework to write down answers and/or writing down those answers) you will receive a deduction of 50% to 100% depending on the severity of the cheating.

**Advantages for good behavior/good choices/homework in on time**

* Respect from instructor and peers- this is a great thing! You must give respect to earn respect.
* Good grades- and even better, finishing this course with an appreciation for science and the world God has made for us!
* End of year Science award
* Sharp work displayed- bragging rights
* “#OnPoint” picture on wall- displaying cool labs/activities in Science
* Parental/Guardian contact: acknowledging excellence, this could be phone call, or e-mail

**Evaluation**

* Homework/classwork = **33%** of overall quarter grade
* Lab work/projects: participation in lab, lab reports, and projects= **33%** of overall quarter grade
* Exams/Quizzes: **34%** of overall quarter grade
* Your **1st semester grade** will be broken down as follows:

**40%**- 1st quarter final grade

**40%**- 2nd quarter final grade

**20%**- final exam (comprehensive exam from all semester’s material)

* Your **2nd semester grade** will be broken down as follows:

**40%**- 3rd quarter final grade

**40%**- 4th quarter final grade

**20%**- final exam (comprehensive exam from all semester’s material)

**Required Materials**

* Chemistry book
* Goggles (each student must have their own set, no sharing) You may purchase these from me (school) for $3 each or buy your own elsewhere
* Calculator
* Aprons (these will be provided to you, and will need to be kept cleaned and wiped down after all labs)
* 3 ringer binder (1 or 1.5 inch) with paper and divider that separates lab/lecture sections
* Folder or pocket divider to keep handouts out (this can be put into your 3 ring binder)
* Pen/pencil (no red ink)
* colored pencils and/or markers for graphs/charts/projects
* Last names beginning with A-L: tall container of Clorox (or equivalent) wipes
* Last names beginning with M-Z: large box of tissues (Kleenex or other brand)

**Calendar:**

The following are units and topics we will be discussing in Chemistry this year.

\*Please note that the teacher may adjust these topics of study and important concepts at any time in order to accommodate student learning.

Dates Topic/Unit Concept

First Semester

Aug 15h -Oct 11th: first quarter (Ch. 1-4)

Intro to Chemistry safety, scientific method, problem solving

Matter and Change mixtures, elements, compounds, chemical and physical changes

Scientific Measurements SI units, conversion problems, density

Atomic Structure models of atoms, distinguishing atoms

Oct 14th-Dec 19th: second quarter (Ch. 5-7)

Electrons in Atoms atomic orbitals, electron configurations, light-changes of electron energies, quantum mechanics

Periodic Table metals, nonmetals, metalloids, electron configurations in groups, element project

Ionic and Metallic Bonding ionic compounds, crystals, bonding of metals, alloys,

***Jan 6th-24th Winterim Session***

Second Semester

Jan 28th- March 27th: third quarter (Ch. 8-11)

Covalent bonding covalent bonds, nature of covalent bonding, bonding theories, polar bonds and molecules

Chemical Names naming ions, writing formulas, laws governing formulas and names

Chemical Quantities \*\*Will have mole day on 10-23 (Oct 23rd)!!!

The mole, mass and volume relationships

Chemical Reactions writing chemical equations, balancing chemical equations, types of chemical reactions

March 30th- May 22nd: fourth quarter (Ch. 12, 19, 20, 21, 22)

Stoichiometry the arithmetic equations, chemical calculations

Acids, Bases and Salts hydrogen ions and acidity, strength of acids and bases, neutralization, s salts

Oxidation & Reduction Reactions oxidation numbers, balancing redox equations

Hydrocarbon Compounds organic chemistry, hydrocarbons, isomers

Functional groups alcohol and ethers, carbonyl compounds, polymerization

This syllabus is for students and parents to keep for reference. Feel free to contact me anytime (note that I may not be able to answer e-mails/calls during instruction time, but will get back to you ASAP). A parental and student signature is required to acknowledge you have reviewed the classroom policies. Attached is the signature form.

**Science Laboratory Safety Rules**

One of the first things a scientist learns is that working in the laboratory can be an exciting experience. But the laboratory can also be quite dangerous if proper safety rules are not followed at all times. To prepare you for a safe year in the laboratory, read over the following safety rules. Make sure you understand each rule. If you do not, ask me (Mrs. Hizer) to explain any rules you are unsure of.

**Dress code**

* Many materials in the lab can cause eye injury. To protect yourself from possible injury, wear safety goggles whenever you are working with chemicals, burners, or any substance that might get into your eyes.
* Wear a lab apron whenever you are working with chemicals or heated substances and dissections of organisms.
* Tie back long hair to keep your hair away from any chemicals, burners, or other lab equipment.
* Remove or tie back any article of clothing or jewelry that can hang down and touch chemicals and flames. Do not wear sandals or open-toed shoes when using chemicals in the lab. Never walk around the lab barefoot.

**General Safety Rules**

* Be serious and alert when working in the lab. Never “horse around” in the lab.
* Be prepared to work when you arrive in the lab. Be sure that you understand the procedure to be employed in any lab investigation and the possible hazards associated with it.
* Read all directions for an investigation several times. Follow the directions exactly as they are written. If you are in doubt about any part of the investigation, ask me (Mrs. Hizer) for assistance.
* Never perform activities that are not authorized by me (Mrs. Hizer). Obtain permission before “experimenting” on your own.
* Never handle any equipment unless you have specific permission.
* Take extreme care not to spill any material in the lab. If spill occurs, ask me (Mrs. Hizer) immediately about the proper cleanup procedures. Never simply pour chemicals or other substances into the sink or trash.
* Never eat or taste or smell anything in the lab unless directed to do so. This includes food, drinks, candy, and gum, as well as chemicals. Wash your hands before and after performing every investigation.
* Know the location and proper use of safety equipment such as the fire extinguisher, fire blanket, first-aid kit, and eyewash station.
* Keep your lab area clean and free of unnecessary books, papers, and equipment. No book bags allowed in lab.
* Stay at your assigned lab station at all times. No moving about unless instructed to do so.
* Report all accidents no matter how minor to me (Mrs. Hizer) immediately.

**Heating and Fire Safety**

* Report any fires to me (Mrs. Hizer) at once.
* Never reach across a flame.
* Make sure you know how to light a Bunsen burner (I will demonstrate the proper procedure for lighting a burner). If the flame leaps out of a burner toward you, turn the gas off immediately. Do not touch the burner. It may be hot. And never leave a lighted burner unattended.
* Point a test tube or bottle that is being heated away from you and others. Chemicals can splash or boil out of a heated test tube.
* Never heat a liquid in a closed container.
* Never pick up a container that has been heated with first holding the back of your hand near it. If you can feel the heat on the back of your hand, the container may be too hot to handle. Use a clamp, tongs, or heat-resistant gloves when handling hot containers.

**Using Chemicals Safely**

* Never mix chemicals for the “fun of it.” You might produce a dangerous, possibly explosive, substance.
* If you are instructed to note the fumes in an investigation, gently wave your hand over the opening of a container and direct the fumes toward your nose. Do not inhale the fumes directly from the container.
* Use only those chemicals needed in the investigation. Keep all lids closed when a chemical is not being used. Notify me (Mrs. Hizer) whenever chemicals are spilled.
* Dispose of all chemicals as instructed by me (Mrs. Hizer). To avoid contamination, never return chemicals to their original containers.
* Be extra careful when working with acids or bases. Pour such chemicals over the sink, not over your lab table.
* When diluting an acid, pour the acid into water. Never pour water into the acid.
* Rinse any acids off your skin or clothing with water. Immediately notify me (Mrs. Hizer) of any acid spill.

**Using Glassware Safely**

* Keep in mind that hot glassware will not appear hot. Never pick up glassware without first checking to see if it’s hot.
* Never use broken or chipped glassware. If glassware breakers, notify your teacher and dispose of the glassware in the proper trash container.
* Clean glassware thoroughly before putting it away.

**Using Sharp Instruments**

* Handle scalpels or razor blades with extreme care. Never cut material toward you; cut away from you.
* Be careful when handling sharp, pointed objects such as scissors, pins, and dissecting probes.

**Handling Living/Nonliving Organisms**

* Treat all living things with care and respect. Do not touch any organism in the classroom or lab unless given permission to do so.
* Animals should be handled only if necessary.
* Treat all microorganisms as if they were harmful. Use antiseptic procedure when working with microbes. Dispose of microbes as directed.
* Treat all specimens with respect, as they were once living organisms.
* Always wear gloves when working with specimens.

**End-of-Investigation Rules**

* When an investigation is completed, clean up your work area and return all equipment to its proper place.
* Wash your hands with soap and warm water after every investigation.
* Turn off all burners before leaving the lab. Check that the gas line leading to the burner is off as well.

**Parent and Student Signatures:**

This syllabus is for students and parents to keep for reference. Feel free to contact me anytime (note that I may not be able to answer e-mails/calls during instruction time, but will get back to you ASAP). A parental and student signature is required to acknowledge you have reviewed the classroom policies. Below is the signature form.

Class name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_\_\_\_\_

I have read and understand the syllabus for Mrs. Hizer’s Science class.

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent(s) name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent(s) signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lab Safety Contract**: Once you have read all the safety information and are sure you understand all the rules, please sign the safety contract that follows. Signing this contract tells me (Mrs. Hizer) that you are aware of the rules of the laboratory. A parental and student signature is required to acknowledge you have reviewed the lab safety rules. You will not be allowed to work in the laboratory until you have returned your signed contract.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read the Science Laboratory Safety Rules handout. I understand its contents completely, and agree to follow all the safety rules and guidelines that have been established in each of the following areas.

(Please check)

☐Dress code

☐General safety rules

☐ Heating and Fire Safety

☐ Using Chemicals Safely

☐ Using Glassware Safely

☐ Using Sharp Instruments

☐ Handling Living/Nonliving Organisms

☐ End-of-Investigation Rules

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent(s) name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent(s) signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_