**IB Chemistry I HL/SL Course Guide   
Ms. Perry**

**Description:** Chemistry I (IB HL/SL) is the first year of a two-year course taken in the junior year. During year one, HL and SL students will study the same core topics and develop manipulative and experimental skills necessary to successfully complete the course. Participation in the IB Group 4 Project is required once during the two-year program. To receive International Baccalaureate credit on a Shaker Heights High School transcript, the student must complete the IB Internal (formal and informal lab work) and External (written exams at the end of the second year). [Course Catalog and Program Planning Guide]

**Contact:** [perry\_j@shaker.org](mailto:perry_j@shaker.org) [www.shakeribchem.weebly.com](http://www.shakeribchem.weebly.com)   
 Office: 277

* E-mail is the best way to contact me with questions after class.
* I will use Remind and our website for reminders and announcements.
* Conferences from 3:00-4:00pm will be held as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Monday*** | ***Tuesday*** | ***Wednesday*** | ***Thursday*** | ***Friday*** |
| NONE | Physical science | IB Chemistry I | Drop-in | *Make-Ups and by appointment only* |

Semester grades will be calculated as follows:

Semester 1= 40%

Semester 2= 40%

Semester Exam= 20%

**Grading:** 100 – 89.5 ………. A

89.4 – 79.5………. B

79.4 – 69.5………. C

69.4 – 59.5………. D

59.4 & below……. F

**Required Materials:**

You will receive a textbook. Additionally, please come to class prepared with:

* A scientific calculator
* Pen or pencil
* A notebook or binder

**Classroom Expectations & Behavior Requirements**

1. This class will follow the Shaker Heights guidelines for attendance and tardiness. Please review these guidelines. You must have a pass if you arrive late. Your success in this course is very much dependent on your consistent attendance and punctuality.
2. Plagiarism and cheating will not be tolerated. All students should complete their own work. If copying is suspected, both parties will receive a ***zero***.
3. No food or beverages, except water, are allowed in the classroom. Students in the classroom may have allergies and it is critical in a lab space to refrain from eating or drinking.
4. Special emphasis will be placed on behavior during lab activities. Behavior that endangers students or lab property will not be tolerated. Lab equipment is generally expensive.
5. Your participation is valued, and we will listen, encourage, and interact with other respectfully. This includes speaking in turn using respectful and appropriate language.
6. Cell-phone usage is only appropriate when given permission by your instructor. Cell-phones being used without permission will be taken and kept for the remainder of the period. Repeating to use cell-phones inappropriately will result in calls home and cell-phones kept for the day in room 110 with a referral.

**Safe Space**

*This class is a safe space*. This means we acknowledge and support all sexual orientations, gender identities and expressions as part of our culture. The expectation is that every student uses language that is appropriate for a professional community of learners. No term, gesture or sound that demeans (intentionally or playfully) a person based on race, gender, sex, sexual orientation, culture or religion, learning ability, physical attributes, economic status and humanity will be tolerated.

**Make-up Assignments & Tests:**

Students who have missed a test or quiz MUST sign up with Ms. Perry to for a time to take the test. ***Students are responsible for arranging a time with the instructor (after school or during study halls) to make up the test or quiz.*** Tests and quizzes not made up within the end of the next unit will result in a zero, unless an agreement is made with Ms. Perry. Assignments when absent can be acquired during conferences, or online at our website.Students who have missed a lab must see Ms. Perry to make up the lab. ***Students are responsible for arranging a time with the instructor***.

**The Lab**

*Safety*

Students and parents will sign a safety contract. Students will conduct themselves in the laboratory in a safe and conscientious manner at all times. Groups are assigned to lab areas and may use only the supplies issued at the station. Always follow Ms. Perry’s written and spoken instructions. More information will be provided regarding safety and procedures in the lab.

*Lab Write-Ups*

For every lab, each student will be responsible for a lab write-up. Students are responsible for ***their own lab write-up*** and each member of a lab group **should have separate and unique write-ups**.

**Being Successful**

The course will cover many topics that build on each other. It is important that students understand they will have to work hard and develop good study skills!

Staying organized will help you keep up with assignments and content. I suggest keeping a binder for chemistry only. SEE ME right away if you would like a binder. I do not check binders, but it is a good idea to keep it in order anyway.  
  
If you find yourself struggling, ask for help sooner than later. Sign up for conferences and go to study circles. Use your instructors, classmates, conferences, and other resources in your school for help. This class is challenging. But if you work hard, remain organized, and communicate with me, it will be very rewarding.  
  
The concepts will build on each other, so you will need to make sure you understand one concept before moving on. You are capable of learning each concept in this class if you bring honest effort with you every day. If you work hard and put in your time, you can be a successful scientist this year. ☺ I am excited to get to know you and DO SOME SCIENCE!!!

**Assessments:**

1. Classroom Assessment:

|  |  |
| --- | --- |
| Tests/Quizzes | 60% |
| Laboratory Activities | 20% |
| Homework Quizzes/Projects | 20% |

All activities will be criterion-based and will help the student practice the core material/AHL or get practice for an external or internal assessment. At the end of each topic, students will be given a test which will model the type and format of questions they will have to answer during the external assessment. To meet school requirements, students will take a comprehensive exam at the end of each semester. The exam questions will also model the external assessment questions.

Test and quiz corrections **are allowed** following the procedure detailed below:

* Student may come after school (or at the end of class if time allows) and sign out the assessment on a designated form. The student will begin with corrections on only the multiple choice section of the assessment.
* The corrections must be completed within one week after the test or quiz is returned. This is to prevent students from falling behind with current material.
* By the one week due date, the student will come to conferences with his/her COMPLETED test correction forms, cover sheet, and test. The student will then be permitted to sit for a 15 question multiple choice retake quiz.
* Students will calculate their new grade with the provided forms. Students can earn back up to 100% of the multiple choice section.
* If a student scores an 85% or above on the 15 question multiple choice retake quiz, the student has the opportunity to correct the free-response portion of the assessment.
* If the student would like to correct the free-response, they may sign out a unique assessment on a designated form. The student will begin with corrections on now only the new and unique free-response assignment.
* This assignment is open-book and open-note, and the student may use resources for the week during which it is signed out.
* Similar to before, by the one week due date, the student will come to conferences with his/her COMPLETED test correction forms, cover sheet, and unique free-response assignment. They will mark and score their assignment alongside the instructor.
* Up to 50% of the missed score may be earned back on the free-response. For example, if the student initially scored a 50% on the free-response, and then scores 100% on the unique free-response assignment, their free-response score on the original assessment will now be 75%.

Since homework quizzes are “open homework “and are meant to give credit for completing homework problems, no corrections are allowed. If you are struggling with any assignments, please communicate that with me as soon as possible and schedule a time to come into conferences.

Lab questions may be corrected DURING CONFERENCES. However, formal lab reports may not be corrected unless there are extenuating circumstances. The format and requirements for lab reports will be discussed at a later date.

It is expected that ALL assignments be turned in on assigned due dates-- if students are sick/absent, the amount of time they were absent will be given to make up the assignment(s). Different versions of tests and quizzes will be given to students who are absent. If an assignment has already been graded and handed back, I will require a different assignment be completed. Some assignments will be graded for completeness while others will be graded for accuracy. Calendars will regularly be provided so students are aware ahead of time when assignments are due and when tests or quizzes will take place. You will lose 40% of the point value if an assignment is late, and I will not accept assignments after the test for that unit is given (unless you were sick/absent). In addition, assignments may NOT be corrected after the test for that unit takes place. If an assignment is turned in late, it may NOT be corrected.

2. Internal Assessment:

The internal assessment requirements are the same for biology, chemistry, and physics. The internal assessment, worth 20% of the final assessment, consists of one scientific investigation. The individual investigation should cover a topic that is commensurate with the level of the course of study. The internal assessment task will be one scientific investigation taking about 10 hours and the write-up should be about 6 to 12 pages long.   
  
Some of the possible tasks include **a hands-on laboratory investigation**, using a **spreadsheet for analysis and modeling**, extracting **data from a database and analyzing it** graphically, producing a **hybrid of spreadsheet/database work** with a traditional hands-on investigation, **using a simulation** provided it is interactive and open-ended, etc.   
  
The task will have the same assessment criteria for SL and HL. The five assessment criteria are personal engagement, exploration, analysis, evaluation, and communication. It should be made clear to students that all work connected with the investigation should be their own.

3. Group 4 Project:

The group 4 project is an interdisciplinary activity in which all Diploma Programme science students must participate. The intention is that students from the different group 4 subjects analyse a common topic or problem. The exercise should be a collaborative experience where the emphasis is on the processes involved in, rather than the products of, such an activity. [You will be working with the IB physics students on this project and will be required to come in most likely during a conference day- I will let you know which day as soon as possible].

The group for project will occupy 10 hours of the course. During this time students will accomplish the following stages of the project:

• Planning (2 hrs)

o This is where students come together and brainstorm the central topic.

o The students will define the activities to be carried out.

• Action (6 hrs)

o Students will carry out the activities defined in the planning phase.

• Evaluation (2 hrs)

o Students will share their findings with others.

o Students will give a brief presentation (as an individual or a group) or create displays summarizing their findings.

Students are required to produce a 50-word reflective statement on their participation in the group 4 project.

4. External Assessment:

The external assessment counts for 80% of the IB grade. 3 papers are written during May of the final year in the course. These papers will test the core knowledge, and objective 1, 2 and 3 for the group 4 subjects.

• Paper 1 (20%) is a **multiple choice test** of core subject knowledge. Calculators  
are **not permitted** on the test, but students are expected to carry out simple calculations.

• Paper 2 (36%) includes **short-answer and extended-response** questions that test  
the core and AHL content. Calculators and the data book can be used.

• Paper 3 (24%) has two sections with questions on core, AHL, and **option  
material**. Section A includes one data-based question and several short-answer questions on experimental work. Section B includes short-answer and extended-response questions from one option. Calculators and the data book can be used

Dear Parents & Students, August 23, 2017

Let me warmly welcome to International Baccalaureate Chemistry Year 1 at Shaker Heights High School. I am looking forward to getting to know you as we work together this year.

To ensure that you are aware of what is expected in International Baccalaureate Chemistry Year 1 this year, I am asking you to please look over the Course Guide with its guidelines, policies, rules, and expectations. More importantly, I am asking that you talk over certain rules or policies together in order to best support this journey throughout the next two school years.

I know the guide is long, but open communication between teacher, parent, and student is a necessity for success and enrichment from this course. The clearer the course expectations are to us all early on, the better you can expect to perform in the course and the more you can hope to learn from it.

After you have looked over the Course Guide, please sign this form and return it to me by Wednesday, August 30, 2017. Points will be earned in the class by simply returning the paper signed!

Please join me in supporting your child’s rigorous and rewarding education. If you notice that your son or daughter seems to be struggling or if you have any questions, please call me at the high school (216-295-4810). I would also like to hear from you if you are pleased with your child’s performance.

In return, I will also do my best to keep open contact to let you know how progress is going in class, as well as inform you about upcoming assignments. I will do this by phone and/or email, so please make sure to fill out all the information accurately. My email address is [perry\_j@shaker.org](mailto:perry_j@shaker.org).

I’m looking forward to a rewarding and successful year for all of us. I would like to thank you in advance for your cooperation and participation in your son or daughter’s future.

Each day, I ask that you to bring a positive attitude and your best effort. With that, all else will follow.

Sincerely,

Ms. Juliet Perry

**Please fill out the following:**

Student Name (Please Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

“I have read the preceding course guide for Ms. Perry’s class, and I understand all the class rules, guidelines, policies, and consequences as outlined above.

I will do my best to keep a positive and respectful attitude in Ms. Perry’s class, as doing so will ultimately result in my own success in the class and in life.”

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

Parents: Please fill out your information on the other side.

**Parents/Guardians: please fill out the following:**

Parent/Guardian’s Name (Please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work/Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Preferred form of contact? Home Phone Work/Cell Phone Email  
 (circle please)

“I have looked over Ms. Perry’s course guide with my child, and I have asked my child to follow the rules and policies, in order to have a successful school year.”

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Parent/Guardian Signature Date

**Please turn this sheet ONLY by Wednesday, August 30, 2016, in order to get the easiest points in the entire class**.