



**Course Name: AP Chemistry**

**Teacher Name(s):** Teri Boundy

**Course Outcomes:**

Upon successful completion of this course, the student will be able to:

- Understand chemical phenomena at the college level.
- Use modelling and visualizations of data to explain how atomic interactions are represented at the macroscopic scale.
- Use mathematical and other quantitative reasoning to analyze and interpret data in chemistry to make claims.
- Construct explanations based on scientific chemistry reasoning to support and justify claims.

**Grade Level(s):** 11-12

**Course Standards:**

**Science Practice Standards (Skills Standards):**

Science practice standards are aligned with the [College Board AP Chemistry Science Practices:](#)

1. Models and Representing Data
2. Investigating and Scientific Argumentation
3. Mathematical Representation

**Science Content Standard**

Science content standards are aligned with the [College Board AP Chemistry Course Content Units:](#) (see p. 17)

4. Science Content (varies depending on the unit)

AP Chemistry standards in detail: <http://bit.ly/2MNfiJd>

**Course Description:**

Advanced Placement (AP) Chemistry course is a rigorous, college-level class that provides an opportunity to gain the skills and experience colleges recognize. This course is ideal for students with advanced skills in science and interest to pursue a career in science or engineering. A college-level textbook is used, labs are equivalent to those conducted at the college level and significant time and effort will be required of students. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students can earn college credit for the class by passing the AP Chemistry Exam given by the College Board in the spring.

**Prerequisite Course(s):** Must have successfully passed Chemistry and Math 2. Passing Math 3 is highly recommended.

**Standards Based Grading:** Standards-based grading aligns grading with the state academic standards as measured by consistent and accurate student achievement data and common criteria for grading. Standards Based Grading also accurately communicates achievement of learning targets to students, parents and educators. The influence of positive and consistent work habits on student learning is reported separately from the academics (Citizenship Grade). The purpose of our report card is to communicate progress on

student learning goals to families.

## Course Rubrics

AP Chemistry standards in detail: <http://bit.ly/2MNfiJd>

## Citizenship Rubrics

### Citizenship Rubrics

#### **Marshall Public Schools**

##### *Grading for Learning Rubric*

*The purpose of grading is to communicate the student's performance in relation to the learning goals and standards.*



#### **Grading Scale**

<b>0 = No Evidence</b> No evidence of conceptual understanding.	<b>1 = Needs Improvement</b> Evidence of minimal understanding, not grasping the concepts even with teacher assistance.	<b>2 = Basic</b> Evidence shows growth; progressing toward the standard/s.	<b>3 = Proficient</b> Evidence demonstrates understanding and application of the standard/s.	<b>4 = Exemplary</b> Evidence demonstrates a deeper understanding of the standard/s.
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**Course Title: Citizenship**

**Grade Level(s): 9-12**

#### **Standard #1: Integrity**

Needs Improvement	Basic	Proficient	Exemplary
My behaviors and words negatively impact my relationships with peers and staff, and I struggle to react appropriately when faced with consequences.	I occasionally speak before considering how my behavior impacts peers and staff, and I occasionally accept consequences maturely but may try to give excuses when I make a mistake.	I am aware of how my behavior impacts others so I choose my words and actions carefully, and I accept consequences maturely without argument or negotiation if I make a mistake.	I take ownership of my behaviors, apply feedback, show improvement, and I mend relationships with peers and staff if I have damaged them. I stand up against language and behavior that targets/hurts others or I go out of my way to include all students when appropriate.

#### **Standard #2: Work Ethic**

Needs Improvement	Basic	Proficient	Exemplary
I miss deadlines, am often social and off-task during class time, and I am a passive participant during class activities and group work.	I meet deadlines within the one-week grace period after due dates, depend on staff prompting to initiate tasks, and respond to class discussions and group work.	I generally meet deadlines, monitor myself to use class time to stay on the task at hand, and add to discussions and group work.	I always meet initial deadlines, ask for feedback prior to the due date, guide others back to the task at hand, and initiate/lead discussions around classroom learning.

## Students and families will receive feedback in the following ways:

- Written comments on assignments & assigned activities
- Verbal comments on assignments and activities
- Google Classroom
- Email correspondence
- Peer review / Peer assessment
- Conferring with teacher and peers
- Self assessment in reference to standards rubrics

- Infinite Campus grading and comments updated every two weeks as appropriate
- Positive Recognition Postcards

### Assessments

Students will receive multiple opportunities to demonstrate what they know and are able to do through a variety of assessments in this course. Some of these include:

- Quick quizzes and/or exit tickets
- Verbal and written opportunities to demonstrate learning
- Verbal presentations
- Written lab reports (CERs)
- Key summative assessments, including all projects and tests, must be completed to successfully complete the class.

### Revision:

Students will receive multiple opportunities to demonstrate what they know and are able to do through a balanced system of formative, summative assessments and developmental feedback.

### Establishing reasonable time frames for learning:

Due Dates or Deadlines will be established with students in a “reasonable” time frame for all stakeholders.

Due Dates or Deadlines will be explained for each assignment and the expectation is that all work be completed by that date based on student handbook expectations.

### Gradebook / Grade Determination

Report on standards - overall course grade determined by average of Course Standards. Grades will be declared and posted at the mid-semester and semester ends.

Descriptors will explain the learning and progress of the student to more clearly articulate the learning on individual standards and will be accessible through Infinite Campus.

#### **Please Note:**

1. All summative assessments, including all projects and tests, must be completed to successfully complete the class.
2. Students must earn a 2.0 (Basic/Progressing) or better in ALL standards accessed in order to earn credit for the semester, even if their average is above a 2.0. If you have any questions regarding the grading policies in the class, please come talk to me so I can clarify!

### Materials Needed:

- Notebook
- Folder or binder
- Pens/pencils
- Chromebook
- Scientific calculator

### Contact Information and Communication:

I am here to help! Please feel free to contact me with questions at any time. I set high standards in my class, but they are attainable. I believe that every student can succeed if they put forth effort, hard work, and advocate for themselves regarding their learning needs. I believe that students need critical thinking and problem-solving skills in order to prepare them for the real world (regardless of whether they go into college or a career). My goal is to

facilitate these skills and to provide opportunities for students to be curious!

I am available the following times this year:

- During school: 4A and 3B
- Before or after school - most days with notification and prior arrangement
- School email: tboundy@marshallschools.org (email is the best way to reach me)
- Classroom: 404 in the Science Wing

Academic progress communication and feedback platforms include:

1. **Google Classroom:** Assessments and resources will be shared on this platform; due dates will be accurate for use of monitoring completion of assessments.
2. **Infinite Campus:** Grades and progress on assessments will be updated every two weeks at a minimum.