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| Santa Fe High School Logo | **SANTA FE HIGH SCHOOL**  “Home of the Indians”  Phone (409) 927–3100 |

**Pre-AP Chemistry Course Syllabus**

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| **Instructor:**  Miss. Monroy | **Room:**  G-201 | **Email:**  Pavlova.Monroy@sfisd.org |
| **Tutorials:**  Tuesday & Wednesday  (2:45-3:15pm) | **Conference:**  3rd Period (9:05-10:05am) | **Website:** N/A |

**Course Description**

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| **Course Outline** | |
| **Fall Semester** | **Spring Semester** |
| Safety & Scientific Method | Chemical Equations |
| Scientific Numbers | Stoichiometry |
| Concepts of Matter | Gases |
| Atoms & Periodic Table | Solutions |
| Electrons Unit | Acids & Bases |
| Bonding | Energy of Chemical Reactions |
| Moles | Nuclear Chemistry |

**Grading Categories**

* Daily Grades 10%
* Labs/Quizzes 30%
* Project Based Assessment 60%

**Homework**

Homework is a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program. Homework is an effective tool in developing responsibility, study habits, and skills. Homework completion is a campus expectation and tutorials are provided for assistance. Students are expected to allocate time outside of class for homework and studying.

**Late Work**

Late work is defined as any assignment not turned in on time. Grading will follow “late assignment policy” in student handbook.

**Supplies**

Please bring the following supplies by the end of the first week.

1. Laptop
2. Composition Book

**Re-Test Policy**

Test corrections will follow the “Grading Policy” in the student handbook.

**Rules & Procedures**

**Personal Classroom Management Plan**

My classroom will follow the school’s management plan. To review the SFISD Student Code of Conduct please visit the following link:

<https://www.sfisd.org/cms/lib/TX02215329/Centricity/Domain/203/SFHS%2020-21%20Handbook%20Final.pdf>

**Classroom Procedures**

The students will have an electronic copy of this syllabus so they can reference it whenever necessary. We will role-play situations that demonstrate how the policies and procedures are implemented in the classroom, such as the one for students leaving their seats, so students will know what to expect and how to respond when they are used.

**Voice level**. Students will be taught a voice level scale where “level zero” is silent, “level one” is whispering, “level two” is a voice level that can be heard only while talking at your table, and “level three” is a voice level that can be heard during full-class time (lessons, discussions, etc.). Yelling is unacceptable, unless specifically directed by the teacher during an activity.

**Raising hands.** Always raise your hand if you have a question, would like to contribute a comment, or need to leave your seat. When it comes to leaving the classroom I will allow only one student out of the room at a time.

**Coming into class**. Students will come into class quickly and quietly (level zero or level one voice). Students will find their seats and begin working on the journal prompt or bell ringer right away. If there was any homework, students will pull it out and place it at the front of their desk so it can be collected. Unless otherwise noted, students will assume the journal work is to be completed silently and independently.

**Tardiness**. If students are tardy they must come in with a level zero voice so as to not interrupt the rest of the class. If the student is unsure of what we are working on, he/she must come ask me discreetly. At the end of class, the student must check with me to turn in any homework I may have already collected as well as to make sure I have not marked the student absent.

**Absence**. If students are absent, they come see me on their own time (i.e. before school, during lunch, after school, or through email) to find out what they missed. The student is one hundred percent responsible for managing his/her own work! I will gladly provide the student with a rundown of what we talked about and any handouts or assignments from that day. Due dates for missed work will be one week from date missed.

**Grades**. If students have any questions regarding their grade on an assignment or in general, they may come talk to me on their own time so we have time to discuss it. Please do not hold all these questions or concerns for the end of the quarter as it will be much more difficult to adjust a grade weeks after the fact. No grade should ever come as a surprise! Students are always more than welcome to ask me for a grade check for “peace of mind.”

**Testing**. If a student finishes an in-class quiz or test early, he/she must turn in work to me. Then he/she may read silently or work on any homework until the allotted time has passed or everyone else is done.

**Group work.** If students have problems working with someone in an assigned group, they can talk to me after class. The last thing we need is any drama! After listening to students’ reasoning I will decide whether or not to reassign them to a new group. If the rationale consists mainly of, “But I want to work in a group with my friend,” please expect that the request to switch groups will be respectfully denied.

**Managing Student Behavior**

My management plan creates a structured, comfortable environment for my students. The goal is that my students will always know what to expect and how to function in my classroom effectively. We will spend significant time during the first week of class establishing basic procedures and role-playing, and these basic classroom procedures (such as turning in homework, going to the bathroom, etc.) will remain the same throughout the whole year.

In addition to clear expectations, the classroom environment and instructional activities will be designed to facilitate positive student interaction and behavior. Students will have specific roles in the classroom functions and in the frequent cooperative learning activities so that they have more interest invested in the class’s success. If there are behavior issues, they will be dealt with in accordance to classroom policy. Disruptions will be dealt with quickly, discreetly, and on an individual level so that they do not become an even larger disruption to the classroom.

**Posted Responsibilities/Rules and Consequences**

I will have classroom rules and classroom rights posted in my room where all students can see them at all times. Classroom Consequences will be based on the severity of the offense and in line with the policies of the school district. The ultimate consequence for breaking our classroom rules is not meeting our learning goals, which could affect final grades.

The normal process for not following the classroom expectations is:

1. Verbal warning
2. Teacher / Student Conference
3. Teacher / Parent / Student Conference
4. Discipline Referral to Administrators

**Classroom Rules**

Since my classroom is part of the school, all school rules do apply in my classroom. Complementary to those rules, I have five rules in my classroom called the 5 p’s: (1) Be prompt, (2) Be prepared, (3) Be polite, (4) Be positive, (5) Be a promoter of learning. On the first day, we will go over the rules and develop specific examples of what these mean during every day class procedures.

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| **BE PROMPT:**  Be in class on time and ready to work when the bell rings **#timeisvaluable**  **BE PREPARED:**  Be on time, on task & prepared to learn every day. **#roadtosuccess**  **BE POLITE:**  Respect the teacher, the classroom, other students and yourself. **#bekind**  **BE POSITIVE:**  Be responsible for your own learning. **#workhard #nocheating**  **BE A PROMOTER OF LEARNING:**  Keep all personal electronics put away. **#onlywithpermission #notexting #notweeting #nosnapping** |



**Classroom Rights**

Most schools’ discipline plans mention responsibilities versus rights. During the first week of class we will discuss what these mean and what the differences are. As a class, we will come up with a list of 10 classroom rights and these will be posted. (Example above)

**Communication**

Communication with parents is the key, especially at the high school level. High school is a big change from a middle school for both students and parents, and open communication will help make the transition easier for everyone involved. Email will be the best way to contact me, and I will include my email address on the syllabus, have students write it in their agendas at the beginning of the year. If parents have concerns that need to be addressed right away, they can always contact me by calling the school phone.

**Class Syllabus**

At the beginning of the school year I will spend approximately the first week reviewing the class syllabus, which will include going over rules, modeling and practicing class procedures, and demonstrating classroom expectations. I will send a copy home with each student. Each syllabus will have a detachable portion on the back page that requires a signature. Please sign and return the signature page by Friday, August 25th. \*\*Note: your signature only identifies that you have received and read this letter. The signed copy will be due in class for a grade. Students will receive a copy of the syllabus and be required to keep it in the front of their class binder. On the signature page there will be a section for contact information and a way for parents to specify what form of communication works best for them. This way I know how to most effectively contact parents if there are any issues. I think it is important to establish a good relationship with the students and their parents, and part of this means contacting parents regularly with updates on their student, especially positive ones!

Signature Page **(please return only this page by the end of the first week!)**

My signature, below, identifies that I have read and understand the information provided from Miss. Monroy. This includes Rules and Regulations, Consequences, and Procedures/Routines.

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| Contact Information: Please check the box next to your preferred method of contact. | | | | | | | | | | |  |
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