

140.1 <b>Ce</b> 58	14.01 <b>N</b> 7	127.6 <b>Te</b> 52	14.01 <b>N</b> 7	58.69 <b>Ni</b> 28	26.98 <b>Al</b> 13
--------------------------	------------------------	--------------------------	------------------------	--------------------------	--------------------------

# jaguar chemistry

## 2022-2023

### Teacher Information:

Ms. Kristi Deaver Uselding  
[kristi.deaver@ankenyschools.org](mailto:kristi.deaver@ankenyschools.org)

Ms. Crystal Koehler  
[Crystal.koehler@ankenyschools.org](mailto:Crystal.koehler@ankenyschools.org)

Phone: (515) 965-9610



In *Chemistry* we embody the **Jaguar Creed** by:

- ✓ Caring first for others.
- ✓ Respecting the diverse natures and opinions of your peers and your teacher.
- ✓ Pursuing excellence through hard work.
- ✓ Creating a welcoming environment where every person feels valued and important.
- ✓ Bringing honor to yourself and your school through character and integrity.
- ✓ Collaborating with peers to accomplish common goals.

Main Ideas:	Supporting Details:	Connections:
<b>Required Materials:</b>	Please bring the following to class each day: <ul style="list-style-type: none"> <li>• 3-ring binder (1 inch or less)</li> <li>• Paper</li> <li>• Pencil or pen for daily work</li> <li>• Colored pen for correcting thinking</li> <li>• Dry erase markers</li> <li>• Chromebook (&amp; charger)</li> <li>• Scientific calculator (TI-30x or higher)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Being successful requires coming to class prepared. This is one way your <b>Organization and Readiness</b> will be measured.</li> <li>✓ Chromebooks will be used periodically.</li> <li>✓ Cell phones will not be used in class and should remain in backpacks.</li> </ul>
<b>Course Standards:</b>	<i>By the end of the course, you will be able to...</i> <ol style="list-style-type: none"> <li>1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. (Standard 1)</li> <li>2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. (Standard 2)</li> <li>3. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. (Standard 3)</li> </ol>	<ul style="list-style-type: none"> <li>✓ These are the Board-Approved Grade Level <b>Standards</b>.</li> </ul>

Main Ideas:	Supporting Details:	Connections:																										
<b>Course Objectives:</b>	<ul style="list-style-type: none"> <li>To develop an understanding of how the structure of a substance influences its physical and chemical properties.</li> <li>To investigate topics using an inquiry approach to problem solving, through lab experiences, engineering design processes, and mathematical modeling.</li> <li>To engage in scientific discourse to share, confirm, and challenge ideas.</li> </ul>	<ul style="list-style-type: none"> <li>✓ You will be asked to work productively as a member of a team. In this classroom we work together to help <i>ALL</i> learners reach the standard. This is one way your <b>Collaboration Skills</b> will be assessed.</li> </ul>																										
<b>Grading Practices:</b>	<p>Each standard is graded using a performance scale.</p> <p>The level of performance will be determined based on a collection of evidence, such as practice, labs, formative and summative assessments.</p> <p><b>Students will be required to show beginning learning on <i>EACH</i> standard in order to pass and receive credit for the course.</b></p> <table border="1" data-bbox="349 810 1060 1289"> <thead> <tr> <th colspan="5">Performance Levels for Grade Level Standards</th> </tr> <tr> <th>Advanced (ADV)</th> <th>Meeting (MTG)</th> <th>Progressing (PRG)</th> <th>Beginning (BEG)</th> <th>Incomplete (INC)</th> </tr> </thead> <tbody> <tr> <td>Evidence is beyond the expectations of proficiency</td> <td>Evidence meets the expectations of proficiency</td> <td>Evidence partially meets the expectations of proficiency</td> <td>Evidence begins to meet the expectations of proficiency</td> <td>The student has not demonstrated beginning learning OR has insufficient evidence.</td> </tr> <tr> <td>100%</td> <td>88%</td> <td>75%</td> <td>65%</td> <td>50%</td> </tr> </tbody> </table>	Performance Levels for Grade Level Standards					Advanced (ADV)	Meeting (MTG)	Progressing (PRG)	Beginning (BEG)	Incomplete (INC)	Evidence is beyond the expectations of proficiency	Evidence meets the expectations of proficiency	Evidence partially meets the expectations of proficiency	Evidence begins to meet the expectations of proficiency	The student has not demonstrated beginning learning OR has insufficient evidence.	100%	88%	75%	65%	50%	<ul style="list-style-type: none"> <li>✓ Each standard will be communicated at the beginning of learning, and will be assessed on a collection of evidence.</li> <li>✓ <b>Formative Assessment:</b> Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.</li> <li>✓ <b>Summative Assessment:</b> Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.</li> </ul>						
Performance Levels for Grade Level Standards																												
Advanced (ADV)	Meeting (MTG)	Progressing (PRG)	Beginning (BEG)	Incomplete (INC)																								
Evidence is beyond the expectations of proficiency	Evidence meets the expectations of proficiency	Evidence partially meets the expectations of proficiency	Evidence begins to meet the expectations of proficiency	The student has not demonstrated beginning learning OR has insufficient evidence.																								
100%	88%	75%	65%	50%																								
<b>Grading Scale:</b>	<p>Once minimum learning is met for each standard, the scores in each standard will be averaged together to determine the 18-week grade using the grading scale below.</p> <table border="1" data-bbox="727 1383 1018 1877"> <thead> <tr> <th>Minimum Percent</th> <th>Letter Grade</th> </tr> </thead> <tbody> <tr><td>92.5</td><td>A</td></tr> <tr><td>89.5</td><td>A-</td></tr> <tr><td>86.5</td><td>B+</td></tr> <tr><td>82.5</td><td>B</td></tr> <tr><td>79.5</td><td>B-</td></tr> <tr><td>76.5</td><td>C+</td></tr> <tr><td>72.5</td><td>C</td></tr> <tr><td>69.5</td><td>C-</td></tr> <tr><td>66.5</td><td>D+</td></tr> <tr><td>62.5</td><td>D</td></tr> <tr><td>59.5</td><td>D-</td></tr> <tr><td>&lt; 59.5</td><td>F</td></tr> </tbody> </table>	Minimum Percent	Letter Grade	92.5	A	89.5	A-	86.5	B+	82.5	B	79.5	B-	76.5	C+	72.5	C	69.5	C-	66.5	D+	62.5	D	59.5	D-	< 59.5	F	<ul style="list-style-type: none"> <li>✓ A 0-100 percent scale will be utilized to determine <b>final</b> course grades.</li> <li>✓ Letter grades will be assigned for all courses at the secondary level based on the 0-100 percent scale.</li> <li>✓ When a rubric is converted to a letter grade, the 0-100 percent scale will be employed.</li> </ul>
Minimum Percent	Letter Grade																											
92.5	A																											
89.5	A-																											
86.5	B+																											
82.5	B																											
79.5	B-																											
76.5	C+																											
72.5	C																											
69.5	C-																											
66.5	D+																											
62.5	D																											
59.5	D-																											
< 59.5	F																											

Main Ideas:	Supporting Details:	Connections:												
<p><b>Work Habits:</b></p>	<p>The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:</p> <ul style="list-style-type: none"> <li>• Organization and Readiness</li> <li>• Productivity and Accountability</li> <li>• Collaboration Skills</li> </ul> <p>For those of you accessing this document electronically, the work habits tool can be accessed <a href="#">here</a>. We will be using the following performance levels:</p> <table border="1" data-bbox="391 531 1081 814"> <thead> <tr> <th colspan="4" data-bbox="391 531 1081 625">Performance Levels for Work Habits/Behavior Standards</th> </tr> <tr> <th data-bbox="391 625 565 684">MS</th> <th data-bbox="565 625 738 684">PM</th> <th data-bbox="738 625 912 684">DM</th> <th data-bbox="912 625 1081 684">NE</th> </tr> </thead> <tbody> <tr> <td data-bbox="391 684 565 814">Meets Standard</td> <td data-bbox="565 684 738 814">Partially Meets Standard</td> <td data-bbox="738 684 912 814">Doesn't Meet Standard</td> <td data-bbox="912 684 1081 814">No Evidence</td> </tr> </tbody> </table>	Performance Levels for Work Habits/Behavior Standards				MS	PM	DM	NE	Meets Standard	Partially Meets Standard	Doesn't Meet Standard	No Evidence	<p>✓ Descriptors on the Work Habits skills are intended for feedback and communication; they do not affect a student's GPA.</p>
Performance Levels for Work Habits/Behavior Standards														
MS	PM	DM	NE											
Meets Standard	Partially Meets Standard	Doesn't Meet Standard	No Evidence											
<p><b>Academic Integrity</b></p>	<ul style="list-style-type: none"> <li>• All students are expected to commit to high standards of personal and academic integrity. Students are expected to do their own work and document sources appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• This is one way you live the creed, by bringing honor to yourself and your school through character and integrity.</li> </ul>												
<p><b>Independent Practice:</b></p>	<ul style="list-style-type: none"> <li>• Independent practice is an opportunity for you to practice skills, apply knowledge, review and build on past learning, and extend learning.</li> <li>• Practice is a way for you to receive feedback and correct errors in thinking.</li> <li>• Practice may be individualized and based on your progress towards established standards.</li> </ul>	<p>✓ Meeting Independent Practice deadlines is one way your <b>Organization and Readiness</b> will be measured.</p>												
<p><b>Class Work:</b></p>	<ul style="list-style-type: none"> <li>• It is an expectation that you will participate and complete all activities.</li> <li>• If you <b>miss class</b>, you will be responsible for the learning you missed. <ul style="list-style-type: none"> <li>✓ First, check the folder in the classroom for handouts.</li> <li>✓ Then talk with your teacher to determine what work needs to be completed.</li> </ul> </li> </ul>	<p>✓ Participating and being engaged in class work is one way your <b>Accountability and Productivity</b> will be measured.</p>												