Conceptual Chemistry

Course Syllabus

2018-2019

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The purpose of this course is to provide students with an inquiry-based, year-long course that addresses state chemistry standards. The intent is to improve science understanding for all students. We will use the Living By Chemistry Program which is organized into five units, each covering one of the big ideas of chemistry.

**Grading**

Grades will be entered into the computer in the following categories:

Daily

Lab

Assessments

However, quarter grades will be calculated as a percentage of total points earned.

Final grades will be calculated as follows:

First Quarter 50 %

Second Quarter 50 %

We will use the grading scale stated in the 2017-2018 Sully Buttes handbook:

A 100-94% Excellent

B 93-87% Above Average

C 86-79% Average

D 78-70% Average

F 69 and below Below average

I Incomplete

**Textbook** (for reference only)

Modern Chemistry, Various Authors, Holt, Rinehart and Winston Publishers (hard copy)

**ICU Policy**

Work not handed in 24 hours after the due date will result in the student being placed on ICU. Once placed on ICU, the student will not be removed from the list until ICU has been served AND the work has been handed in. I WILL NOT be interrupted during class to accept late work. If the student fails to hand the work in after ten days on ICU, they will receive a 0 on the assignment.

**LATE WORK**

Work is due at class time on the due date. With the exception of labs and special projects, this is generally 24 hours after assigned. Work that is one day late will receive no more than 90% of points earned. Once placed on ICU, the student will receive no more than 70% of points earned.

After that, no points will be given but work must be turned in to result in removal from ICU. Work handed in after 4:00 pm Thursdays will not be included in next eligibility grade check.

**Course Objectives (Standards):** (taken from DOE website) High School Physical Science Standards (Grades9-12)

HS-PS1-1 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. (SEP: 2; DCI: PS1.A, PS2.B; CCC: Patterns)

HS-PS1-2 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. (SEP: 6; DCI: PS1.A, PS1.B; CCC: Patterns)

HS-PS1-3 Plan and carry out an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. (SEP: 3; DCI: PS1.A, PS2.B; CCC: Patterns)

HS-PS1-4 Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. (SEP: 2; DCI: PS1.A, PS1.B; CCC: Energy/Matter)

HS-PS1-5 Construct an explanation based on evidence about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. (SEP: 6; DCI: PS1.B; CCC: Patterns)

HS-PS1-6 Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.\* (SEP: 6; DCI: PS1.B, ETS1.C; CCC: Stability/Change)

HS-PS1-7 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. (SEP: 5; DCI: PS1.B; CCC: Energy/Matter, Nature of Science/Consistency) HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. (SEP: 2; DCI: PS1.C; CCC: Energy/Matter)

HS-PS2-1 Analyze data to support the claim that Newton’s Second Law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. (SEP: 4; DCI: PS2.A; CCC: Cause/Effect )

HS-PS2-2 Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. (SEP: 5; DCI: PS2.A ; CCC: Systems)

HS-PS2-3 Design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.\* (SEP: 6; DCI: PS2.A, ETS1.A, ETS1.C; CCC: Cause/Effect )

HS-PS2-4 Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects. (SEP: 5; DCI: PS2.B; CCC: Patterns)

HS-PS2-5 Plan and carry out an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. (SEP: 3; DCI: PS2.B, PS3.A; CCC: Cause/Effect)

HS-PS2-6 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.\* (SEP: 8; DCI: PS1.A, PS2.B; CCC: Structure/Function)

HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. (SEP: 5; DCI: PS3.A, PS3.B ; CCC: Systems)

HS-PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects). (SEP: 2 ; DCI: PS3.A; CCC: Energy/Matter)

HS-PS3-3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. (SEP: 6; DCI: PS3.A, PS3.D, ETS1.A; CCC: Energy/Matter, Technology)

HS-PS3-4 Plan and carry out an investigation to provide evidence that the transfer of thermal energy when 29 two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (Second Law of Thermodynamics). (SEP: 3; DCI: PS3.B, PS3.D; CCC: Systems)

HS-PS3-5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. (SEP: 2; DCI: PS3.C; CCC: Cause/Effect)

HS-PS4-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. (SEP: 5; DCI: PS4.A; CCC: Cause/Effect)

HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information. (SEP: 1; DCI: PS4.A; CCC: Stability/Change, Technology)

HS-PS4-3 Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. (SEP: 7; DCI: PS4.A, PS4.B; CCC: Systems)

HS-PS4-4 Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter. (SEP: 8; DCI: PS4.B; CCC: Cause/Effect)

HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.\* (SEP: 8; DCI: PS3.D, PS4.A, PS4.B, PS4.C; CCC: Cause/Effect, Technology)

**National Standards and Chapter Correlations**

1. Structure of atoms
2. Structure and properties of matter
3. Chemical reactions
4. Conservation of energy and the increase in disorder
5. Interactions of energy and matter