

Chemistry 30 – Fall 2019

Mr. Matthew Blahun
Mayerthorpe High School
matthew.blahun@ngps.ca

Resources:

-Custom course notes and assignments

Course Overview, Objectives and Timeline:

Chemistry 30 contains four diverse units within the field of chemistry. Each will have its own unique set of skills, as well as some skills that will be common in every unit

Unit 1 – Thermochemistry - 20% (4 Weeks)

- Students will determine and interpret energy changes in chemical reactions
- Students will explain and communicate energy changes in chemical reactions

Unit 2 – Electrochemistry – 30% (5 Weeks)

- Students will explain the nature of oxidation-reduction reactions
- Students will apply the principles of oxidation and reduction to electrochemical cells

Unit 3 – Organic Chemistry - 20% (4 Weeks)

- Students will explore organic compounds as a common form of matter
- Students will describe reactions of organic compounds

Unit 4 – Chemical Equilibrium – 30% (5 Weeks)

- Students will explain the opposing balance of chemical reactions in equilibrium systems
- Students will determine quantitative relationships in equilibrium systems

Student Expectations:

As your instructor, it is my goal to help you achieve success, but you must be willing to put in the amount of work required to reach the standards set out by the province, and treat the course with immense seriousness.

I am always willing to provide extra help, but it is unrealistic to expect me to put more work into the course than you do.

Chemistry 30 is an academic course intended for students entering post-secondary programs. As such, the expectations for behavior, and work ethic are high. Disruptions of any kind will not be tolerated in class. Students should expect to dedicate 3 hours per week outside of class time completing practice questions, revision/studying, ect. Students who are not prepared to meet the above expectations will likely not be successful in the course.

Grading Procedures:

Assessment for Learning Policy:

Many in class worksheets and practice problems will be used to assess student progress in class. These are low stakes, regular assessments, that are intended to provide constructive feedback. Many of these formative assessments may be marked in class, and some may receive written constructive comments for improvement from the teacher. It is expected that students complete all of these assignments.

Assessment of Learning Policy:

Major labs, quizzes, and exams are all types of assessments that will be used in calculating a final grade for each student. All grades in the course are cumulative. Assessments in each category below will be averaged throughout the year with the exception of unit exams, which have a pre-defined weighted average based on the unit length.

Grade Determination:

Term grade determination: Grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course.

Final grade determination: Grade will be based on the accumulation of term grade evidence and a final examination administered at the end of the course (where applicable; this exam will be based on an evaluation of all units of the course). This grade will reflect the student's most consistent level of achievement throughout the course.

Grade Breakdown:

Course Work (70% of Final Grade)

<i>Assignments & Labs</i>	15%
<i>Quizzes</i>	25%
<i>Unit Exams</i>	60%

Diploma Exam (30% of Final Grade)

Grading Policies:

- a) **Reassessment:** The purpose of reassessment is to allow a student to remove an uncharacteristic grade. Providing a reassessment is the sole discretion of the teacher. Individual reassessments will only be granted in extenuating circumstances.
- b) **Grade Challenges:** If there are mistakes with marking or totals on an exam, students are encouraged to bring these mistakes to the teacher's attention, but changes will only be made on the day the assessment is returned to a student.
- c) **Secured Exams:** You are welcome to look at your old tests at any time within the classroom, but you are not permitted to take them out of the classroom or reproduce them in any way.

Cheating and Plagiarism:

Academic dishonesty is a serious offence in the scientific community. Anyone caught cheating or participating in plagiarism will not receive a grade for the assessment in question.

Education in Alberta aims to honour cultural diversity and promote intercultural understanding. Students are able to build on foundational knowledge about First Nations, Metis and Inuit peoples. The program of studies provides opportunities for students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Metis and Inuit.