

Parents and Guardians,

Thank you in advance for taking the time to read and sign your student's form. I hope it will be helpful in giving you an overview of our class. I look forward to partnering with you to give your student the best experience possible! 😊

- Emily Harris

### What will my student learn/experience in Chemistry II?

Chemistry II builds on the foundational chemistry concepts that students learned in Chemistry I. Laboratory investigations are at the heart of the course, giving students multiple hands-on opportunities to master equipment and experimental techniques. Students will also learn to formalize their experimental results in scientific writing, which will include the creation of charts and graphs.

During the first portion of the course, students will explore solutions, colligative properties, and acid-base chemistry. The remainder of the course will be devoted to organic chemistry foundations and biochemistry applications. These topics focus on the microscopic structure of molecules and their function within everyday biological processes. The content of these sections provides a good introduction for students who plan to take these classes at the collegiate level in the future.

### How will my student need to study for the class?

For many students, high school chemistry is one of the first classes where the need arises for “outside-of-class” studying. Due to the rapid pace and more in-depth nature of the class, many students are no longer able to maintain their customary grades without an increased effort. Although this transition may be difficult at the time, many students later express how they benefit from the course “forcing” them to learn to study. The earlier this lesson can be learned and applied, the smoother the course will go. 😊

We will discuss studying strategies more in-depth in class, but a good rule-of-thumb is having 20-30 minutes set aside for chemistry 3 to 5 days a week. During that daily time, students should (1) review any material previously covered within the unit (~ 10 min), (2) re-read the new notes for the day and work any assigned problems for hwk (~ 20 min), (3) write down any questions and ask the teacher the next day.

### What if my student is struggling in the class?

I truly believe that each student is capable of successfully completing the course and having a positive experience along the way. In class, I try to identify those that are having a harder time and provide support along the way. However, your student may communicate more about their struggles with you at home. If they seem unusually frustrated while doing homework or overly stressed about a test, please contact me and let me know. There are things we can do to help!

I am available for extra one-on-one tutoring during refuel (lunch hour) and am also happy to help your student before/after school if they make arrangements with me beforehand. Additionally, we can pair your student with a Science National Honor Society chemistry peer tutor that can help them during different hours. Forming study groups with other students taking chemistry is also a great practice!

### How can you contact me?

I want you to feel welcome to contact me at any time about anything! 😊

You can email me at [elharris@madisoncity.k12.al.us](mailto:elharris@madisoncity.k12.al.us) or call the school at 256-216-5313 and ask to speak with Mrs. Harris. I can take calls during my planning period during 1<sup>st</sup> block, which normally runs from 8:15 – 9:30ish. If I miss your call, I will return it after school.

**Grading Policy** - A full syllabus with more details can be found under my name (Emily Harris) on the JC website.

This course follows the MCS grading policy. Tests and quizzes are weighted 70%. Other daily grades (labs & hwk) are 30%.

**What supplies will my student need?**

*\*I will provide a class binder for your student to use this semester.*

Required:

- Scientific Calculator (*not a phone*) – Your student most likely has one from previously taking Chemistry I.
  - many students like the Texas Instruments TI-30XIIS or the Casio FX-115ESPLUS
- Roll of Paper Towels (*for lab use*)
- Pencils
- Box of Nitrile Gloves (*non-latex – for lab use*)
  - Please make sure to obtain the correct size for your student. Most nitrile gloves sold in the health section of stores are small-medium. Other sizes can be ordered online. →



## Finding Your Glove Size

Measure the circumference of your dominant hand just below your knuckles. Compare the measurement to the size chart below to find your glove size.

XS	S	M	L	XL	XXL
6"-7"	7"-8"	8"-9"	9"-10"	10"-11"	11"-12"

Optional, but very much appreciated for class use 😊

- Lysol Wipes (*for wiping down counters after lab*)
- Box of Kleenex (*for student allergies and sniffles – We go through a lot of these! :*)

**Parent/Guardian Contact Information:**

Student Name: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Parent Phone: \_\_\_\_\_

Parent Email: \_\_\_\_\_

**Class Overview Affirmation:**

Signing below indicates that you have read the class overview and agree to all policies and procedures found therein. Please contact the instructor with any questions or concerns.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Class Newsletter:** My goal this semester is to send out an occasional parent newsletter via email to show you some of the neat things we do in the class. Is okay for me to use a picture that shows your student?  Yes, it is!  No, I'd rather you not.

**Last thing:** Is there any additional information about your student that might be helpful to know as I strive to serve them well as a teacher this semester? Feel free to share below. (*I really will read what you say and try to apply it as best I can.* 😊)

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Please also sign your student's lab safety contract! 😊 Thanks! 😊