



Casteel High School

AP Environmental Science Course Statement



Welcome Students and Parents!

This week begins a brand-new school year for all of us! I would like to extend a warm welcome to the students. As always, the start of a school year holds the promise of new discovery and learning, as well as the prospect of personal growth in all areas.

I would like to take this opportunity to introduce myself so that we may establish a communicative and trusting relationship. My name is Cathy Culver and I am happy to be your son's/daughter's AP Environmental Science teacher for the 2017-2018 school year.

With a background in both Geography & Environmental Science (B.A., University of WI-Madison), Secondary Education (Masters, NAU), 17 years teaching experience (all at Chandler High School), and 9 as an Adjunct faculty at Chandler-Gilbert Community College I aim to apply my enthusiasm for and knowledge of the natural and biological sciences so that I may motivate your son/daughter to embrace life-long learning and a healthful, successful life ahead. Your son's/daughter's personal and intellectual development are of utmost importance to me as his/her teacher.

I have put together a packet of information to help you and your child become familiar with my expectations for the school year. Students will keep these items in their binder to refer to throughout the year if needed. Please take a day to read through this information.

On Friday, July 26th, 2017, or earlier if completed, I will collect this initialed and signed cover letter ONLY for my records. In this way, I can be sure that all parents, guardians, and students have viewed the course packet and agree to and understand the Course Statement attached. Students will NOT be able to participate in any upcoming labs if this form is not turned in on time by July 26th. After reviewing these documents, please complete the Student / Parent Information Form by going to the class website at <https://www.cusd80.com/Page/6851> or use the QR code bar to the left.



If you need to contact me, I prefer e-mail if possible. My e-mail address is culver.cathy@cusd80.com. I check my e-mail several times a day and will respond promptly. If you do not have e-mail, you may call the school and leave a message (480-424-8261). I very much look forward to a wonderful school year and to working with your son/daughter.

After completing the on-line form, please sign below to indicate receipt of information. Students need to return this signed paper and the Safety Form signed by Friday, July 26th, 2017. I'm looking forward to an exciting year with my class. Thank you for your cooperation in getting this year off to a great start!

Receipt of Information: _____

Student Name (PRINTED)

Student Signature

Parent Signature



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ACADEMIC CONTRACT



Student Goals:

1. Academic success in AP Environmental Science course.
2. Successful completion of Science Course requirements.

Student Responsibilities:

1. Maintain satisfactory citizenship and attendance in all classes.
2. Maintain the AP Environmental Science notebook with assignment and daily notes in all units.
3. Complete all homework assignments and commit to at least one to two hours of homework every night.
4. Maintain enrollment in AP Environmental Science Class.

Student Agreement:

By signing the online form provided, I agree to accept enrollment into the AP Environmental Science class, which will offer academic support to me. I want to succeed, and I understand that I must take individual responsibility for my own success. I understand that to give fair consideration to my involvement with the class, I must commit to remaining enrolled in the science class for at least one year, and that I will be allowed to remain in the program only if I meet the student responsibilities outlined in the course statement. I also understand that studies show that I will be most likely to demonstrate academic success and improvement if I maintain satisfactory attendance, participation and passing grades throughout the semester.

Photo Release

Throughout the course of the year your student will participate in activities such as science research presentations and laboratory activities that we would like to document and share with you via the class website. Please sign the online form to authorize permission. Thank you for your continued support.

Internet Permission

This course may use the internet during school hours for research purposes. Please sign the online form giving your child permission to use the internet in accordance with the Casteel High School Internet Use Policy. **Please note:** This form is for Investigative Science only and does not replace the *Internet Access Permission Form* in the student planner which must be turned in to the school.



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Course Description:

Welcome to AP Environmental Science. You have enrolled in a yearlong course equivalent to a 1st year college Environmental class. Since this course covers a substantial amount of material, you will be expected to complete many lab, reading assignments, data investigations, and video notes outside of class and actively apply your independent understanding and analytical skills to classroom discussion and laboratory activities. As I'm sure you've heard, AP science classes are tough and those who are prone to procrastination will struggle. As an AP science student, you must be committed to a year of intensive study and will be expected to take the AP exam in May.

This course is offered as Bio105: Environmental Biology at Chandler Gilbert Community College and SOS110: Sustainable World at ASU.

AP Exam = ~\$92 (Must get a 4 or higher for college credit)

Bio105: Environmental Biology at Chandler Gilbert Community College -

- ~\$85.00/credit hour = ~\$340 +\$15 (registration fee)
- Lecture = 4 credits
- Must maintain grade of a C or higher

SOS110: Sustainable World at ASU - (please attend informational meeting on _____ in room 601 @ 6pm for further information)

- \$50.00 start up fee; \$500.00 total cost (Cost to take this class **if** attending ASU is ~\$2,000)
- Lecture - 3 credits
- College visits required and provided by CHS and ASU
- Must maintain grade of a B or higher

Registration, payments and further information will be distributed within the first few weeks of class. The expectation is that ALL students enrolled in this course MUST take the AP exam, whether you are taking it as Bio105 or as SOS110.

Grade Incentive of a 10% grade boost is awarded for taking the AP test and receiving a passing score of a 3 or higher.

Required Material:

Much of your classwork and homework will be done in your Binder. Binders will be organized and periodically graded. Make sure your science section follows the organization assigned by Mrs. Culver.

Textbook: Miller, G.T., & Spoolman, S. (2018). *Living in the Environment* (18th ed.). Boston, MA:

Cengage Learning

★ **Materials Needed:**

- 3-ring binder labeled for science
- Binder Dividers **WITH POCKETS - 5**
- Notebook paper or pack of loose leaf paper in binder
- Plenty of Pens/Pencils and erasers
- Four-function Calculator (Stand alone! NOT IN A CELL PHONE)
- Colored Pencils & Expo markers
- Personal mini-stapler
- Glue stick/Bottle of Glue
- Container to hold items
- Student Planner or agenda
- USB highly recommended

- **Not required but helpful: AP Exam Review book (I recommend AP Barrons or Princeton Review. Can be purchased at Barnes and Nobel or on Amazon.)**





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Grades:

Quarter grades will be weighted by the following categories:

| | |
|------------------------------|-----|
| In Class Worksheets/Homework | 15% |
| Labs and Activities | 40% |
| Unit Tests and Quizzes | 45% |

Semester grades will be calculated with each quarter being 40% and the final being the remaining 20%. Letter grades are assigned based on the scale listed below.

Grading Scale

A = 90% - 100%
 B = 80% - 89%
 C = 70% - 79%
 D = 60% - 69%
 F = 59% - 0%

Semester Grade Calculator

(Quarter 1 Percent) x 40% = X
 (Quarter 2 Percent) x 40% = Y
 (Final Exam Percent) x 20% = Z
 Semester Grade = X+Y+Z

Students and parent/guardians can access grades and assignments by going to the school's website and clicking on Parent Connect. Students' information is only accessible by using an individualized password assigned by the school. Parents may contact office personnel/counselor for their child's password. If a student falls below a 75% in class, student will be placed on an academic contract and required to attend tutoring session until grade is brought back up to a 75% meeting mastery in class.

Course Work

1. Tests & Quizzes: Each week expect an exam or quiz. Each exam will mimic the AP exam and will consist of multiple choice questions, free response questions (essay), short answer questions and calculator based questions. Quizzes may include multiple choice, reading assessments, vocabulary definitions, and free-response questions. All exams and quizzes are comprehensive for the semester. You will be tested on material that comes from your reading and animations that we haven't necessarily discussed in class. A good rule of thumb is that any content covered in the material you are responsible for reading/viewing/watching in the content homework could appear on an exam, regardless of whether or not we have discussed it specifically in class. **The take-home message for you is that independent reading/viewing/watching is absolutely crucial, and must be done if you want to succeed.** Please be prepared.
2. Homework: This year you will be experiencing a "modified flipped" classroom. All reading and video assignments are carefully chosen to enhance subject comprehension. You are expected to keep up in these. Successful students spend approximately one to two hours outside of class for each hour spent in class. You should be doing something EACH night. Possible assignments may include: vocabulary building, reading guides, web assignments, objective questions, essay responses, investigate worksheets, video notes and at home quizzes. Procrastination is a great enemy...don't let it trap you!
3. Laboratory Work: Several labs and lab activities will be conducted throughout the year. Lab write-ups include both formal & informal write-ups, pre-& post lab assessments and occasional lab practical's. Formal labs will be due one week after completion of the lab.
4. Participation/Content Discussion: Content discussion is unavoidable. To make this as non-boring as possible, you are expected to interface with the content prior to coming to class. It is expected that you have done this, and the style of the discussion is based on this assumption. I don't just talk at you. I ask you questions about the content that you interfaced with before you came to class, and you answer them. Everyone gets a turn to demonstrate that they know what they are talking about. **Very few things will make you feel worse in this class than not knowing what you are talking about because you did not hold up your end of this**



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deal. You will not feel awesome about this, and neither will I. Most likely you will need to stay after class to have a discussion about it. Points are awarded for coming prepared to class.

NOTE: It is expected that all students enrolled in AP classes take the exam offered in May. As an added incentive, students who sign up, pay & take the exam will complete a modified Spring Final Exam. In addition, ALL students will complete a culminating project to show their comprehensive skills based on application and analysis of various Environmental issues. Please sign up early for the AP Exam.... this is a rare opportunity for you to take a high-stakes, competitive exam that mimics "college," allows you to be compared to national standards and it will also provide great feedback for me to continue to improve my program. Prep books are helpful and can be purchased in bookstores or online.

Classroom Expectations

1. **Model Strong Character:** Be respectful of yourself, your classmates, your teacher and property.
2. **Do Your Best:** Do your own work! Don't give up! Try every problem. Ask for help when you need it.
3. **Influence Those Around You:** Be prepared for class when the bell rings. Listen to and follow instructions the **first time** they are given. Be on task! At the end of class, remain seated when the bell rings until you are dismissed.
4. Absolutely no gum, food, drink (except water), hats, CD players, mp3 players or iPods allowed in the classroom.
5. Cell phones or any other electronic devices are allowed in the classroom but may not be out during instruction unless directed by the teacher and used as an educational tool (see acceptable cellphone use policy attached).
6. **Profanity will not be tolerated.**
7. **Diversity Statement:** All individuals have a right to an educational environment free from bias, prejudice and bigotry. As members of the Casteel High School educational community, students are expected to refrain from participating in acts of harassment that are designed to demean another student's race, gender, ethnicity, religious preference, disability or sexual orientation.
8. **Conference period:** Wednesdays and Thursdays from 9:26 - 9:57. Students will not leave conference period classroom without a pass signed by a teacher. This time will be a mandatory study period. Students are expected to bring something to work on during this time.

***** All school rules and consequences in the student handbook will be enforced*****

Consequences for Behavior

First Instance – verbal reminder*

Second Instance – student contract and parent contact*

Third Instance - parent/guardian contact*

Fourth Instance – Administrative referral

**Depending upon the severity of the behavior, Administrative referral may be prior to the fourth instance.*

Acceptable Cellphone Use Policy

Times and technology are changing and as we adapt classroom learning to better suit our students, we have created a hybrid of in-class learning with coordination of a virtual environment. With the increased ability to teach and learn, students will need to have access to these resources at any time. Therefore, an acceptable cell phone policy needs to be implemented in the classroom that will allow any student with the means to access these resources the ability to use them. The following set of guidelines will be used in Mrs. Culver's classroom AND ONLY her room as the school cell phone policy WILL still be in effect at all times during the school day. This document MUST be kept in the student's binder at ALL times.



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1. Students will be able to use their cell phone/smart device for access to the Internet when specified by the teacher ONLY. This will grant access to notes, Mrs. Culver's assignments, help videos, and all resources on the site.
2. Students will have cell phone/smart device turned off and put away at all times during class unless approved by Mrs. Culver for lesson purposes ONLY.
3. Students will be allowed to use the picture and video capture capabilities in coordination with laboratory experiments ONLY. No pictures can be taken of other students, teachers or administrators during class. ONLY experiments maybe photographed or captured on video.
4. Students will NOT send text messages or make/receive phone calls during the class, as per school policy.
5. Students will practice the Acceptable Use Internet Policy in respect to website usage.
6. Students will not record any image, video, etc., without the permission of the teacher/school administration.
7. Prior to class, as well as after, students will continue to adhere to school cell phone policy at all times.

Consequences for ALL Electronic Devices

*Teacher reserves the right to ask student to put any electronic device away, out of sight. If the student fails to do so there will be a referral sent to administration for defiant behavior. I only ask that students are respectful to me and their learning time.

Microsoft Teams Code of Conduct

All assignments and weekly lesson plans will be posted in our Microsoft Teams account. Please see Mrs. Culver or the "How to Sign up for Microsoft and Remind" form for help in accessing the site.

1. I will use one of the avatars included with Microsoft Teams for my profile picture or use one that I have appropriate legal permission to use (i.e. in the public domain).
2. I will use posts to discuss school-related content only.
3. I will use a respectful tone of voice when posting. All school rules and consequences related to harassment apply.
4. I will use appropriate grammar instead of texting language.
5. I will not use my posts to promote personal websites or chat rooms.
6. I will limit my use of sarcasm to avoid misinterpretations.
7. I will not reveal any personal information on Microsoft Teams. This includes telephone numbers, addresses, emails, etc.
8. I will not post photos or videos showing myself or classmates without permission.

Class Policies

Absences and Make-up Work:

- It is the student's responsibility to obtain any missed work and notes. In case of an absence or tardy, check with Mrs. Culver or with a classmate to see what notes/assignments were missed and complete the missing work from the day you return to schedule a time to meet with Mrs. Culver. Assignments will be posted on our Microsoft Teams website.
- **If a long-term assignment has been assigned prior to the absence, the due date stands.**
- **Make-up work must be received within the number of day(s) of the excused absence and according to the time of the assignment or it will be treated as late work.**
- Labs must be made up outside of class. Same amount of time you were absent (i.e. absent 1 day, you have 1 day to make up assignment) and must be scheduled with the teacher.
- Students will not receive any credit for work from an unexcused absence. It is important to be present everyday in class.
- **After 11 absences, a student may be dropped from the class.** School related absences (i.e. sporting events, club events, and/or field trips) do not count towards the 11 absences.



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Tardy Policy:

- If you are not in class, you cannot learn the material. Therefore, the following tardy policy will be enforced.
 1. On the first tardy you will be reminded of the tardy policy and a deduction on your hall pass.
 2. On the second tardy you will get a lunch detention referral and a parent contact and a deduction on your hall pass.
 3. On the third tardy you will receive a referral, a parent phone call and you will receive 3 days lunch detention and a deduction on your hall pass.
 4. On the fourth tardy you will receive a referral, a parent phone call and 5 days lunch detention and a deduction on your hall pass.
***For each subsequent tardy, you will receive a referral, ISS, a parent contact, and a deduction on your hall pass points. If you are tardy – you must sign in.**

Hall Pass

- Students are expected to be in class. In the event a student is out of the classroom during class time they must have a Hall Pass.
- Students will be given a hall pass point card. Every time a student needs to leave the room for a drink, restroom break, they request to see a teacher, and are tardy to class, a stamp will be given. The number of stamps that are left in the end will be worth 2 extra credit points towards their lab/activities grade category. Loss of passes will **NOT** be redeemed! Students are given 3 emergencies that will not be counted towards their grade.

Late Work:

- I will assign a make-up work deadline and will give 50% for any work turned in by that specified deadline. Any work turned in after the deadline will result in a 0.

Redo/Retake Policy

Students may request to redo/retake any labs, tests or quizzes provided they follow the guidelines to show additional growth in learning. This opportunity is upon request from the student or parent and must be completed within a two-week time from when assignment grade was received.

Tutoring: If a student would like extra help on an assignment or is having difficulty with the current topic, s/he may come in for tutoring after school, or during conference. Tutoring is available outside normal available hours by appointment **ONLY**. See the teacher to schedule a time and date. All you need to do is ask!

Academic Integrity Honor Code Contract

By definition, plagiarism is the act of presenting the words, ideas, images, sounds, or other creative expression of others **as your own**.

If you have included the words and ideas of others in your work that you neglected to cite, you have had help you wouldn't want your teacher to know about, you have plagiarized.

There are two types of plagiarism, intentional and unintentional plagiarism.

Intentional

- Copying a friend's work





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- Buying or borrowing papers
- Cutting and pasting blocks of text from electronic sources without documenting
- Media “borrowing”
- Uninformed Web publishing

Unintentional

- Careless paraphrasing
- Poor documentation
- Quoting excessively
- Failure to use your own “voice”

Collaboration is when you work with one or more people on a task assigned in class.

It is plagiarism if all members of the group have the exact same answers. If you do not credit your group members on your assignment, then it is considered to be plagiarized. You can answer the questions together, but understand that not everyone writes or words things the same, so add your own personal flare to the work!

Students should be aware that Academic Integrity is of great importance at Chandler High School. Each violation of Academic Integrity will result in escalating disciplinary action as outlined below:

Violations of Academic Integrity = Cheating, Plagiarism, and Academic Dishonesty including, but not limited to:

- Copying or sharing questions or answers with others from an exam, test, quiz, assessment, etc., with the intent to cheat.
- Talking with other students during a test or quiz
- Using any kind of cheat notes or unauthorized materials to improve academic performance
- Copying homework, lab assignments, or creative projects
- Allowing another student to copy homework, projects, tests, or other assignments
- Falsifying data on lab assignments
- Taking credit for another person’s work
- Reporting on a book that was not read or read previous to the assignment without permission of the instructor
- Plagiarizing another person’s words or ideas in a research paper

Disciplinary Actions

1st offense - “0” on assignment and conference with parents and/or administrator/academic counselor. Informal Disciplinary referral written. Redo assignment with teacher present.

2nd offense - Behavior Conduct Referral written and placed on a behavior contract. “0” on assignment and conference with parents and/or administrator/academic counselor. Redo assignment with teacher present. Possible suspension.

3rd offense - Grade of ‘F’ for class and possible removal from class for the year. Suspension and referral.

By signing the contract, I understand how to cite sources, the difference between plagiarism and collaboration, what is considered cheating and the consequences to cheating or plagiarism. I acknowledge that all work submitted in my science class will be of my original work. If outside sources are used I will cite those sources used accordingly.



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AP Environmental Science 2017-2018 3R Policy

Casteel High School is a rigorous learning environment and the expectation for all our students is that they will learn at high levels. ReLearn, ReAssess, ReGrade (R3) is an opportunity for students to achieve at high levels if they are willing to put in the required effort and focus to improve. Under this policy students will be allowed to improve their grades on “substantial” classroom assessments if they put forth the effort necessary to relearn the material and demonstrate that knowledge on a reassessment. This opportunity is upon request from the student or parent and must be completed within a two-week time from when assignment grade was received. Any student wishing to improve their grade on a substantial assessment must follow these guidelines:

| RELEARN | RETAKE | REDO |
|---|---|---|
| Quizzes | Exam | Lab Reports |
| <p>Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice assignments completed with quality <input type="checkbox"/> Quiz corrections <p>Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed within one week of assessment returned <input type="checkbox"/> All practice assignments must be completed, with quality (showing work, including units, etc.), prior to quiz corrections <input type="checkbox"/> Complete quiz corrections (format at teacher's discretion) <p>New Score:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 50% of lost credit returned upon completion of quiz corrections (ex. Score = 6/12; will earn 3 points back for a total of 9/12 earned) <p><i>*Teacher reserves the right to use discretion as to which quizzes are available for corrections</i></p> | <p>Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed within two weeks of assessment return <input type="checkbox"/> <i>Optional:</i> quiz corrections must be completed regardless of score before <i>original exam day</i> <input type="checkbox"/> Completion of test corrections for relearning assignment as prescribed by teacher <input type="checkbox"/> Retake Exam (format of test will be different. May include short answers, free response or multiple choice questions) <p>New Score:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student's highest score (either the original or the retake) will be posted upon completion of retake | <p>Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed within two weeks of Lab Report return <input type="checkbox"/> Conference with teacher to review quality, or lack thereof, as outlined in grading rubric <input type="checkbox"/> Redo Lab report <p>New Score:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1st redo - New score 2nd redo - 75% of lost credit returned upon completion of redo 3rd redo - 50% of lost credit returned upon completion of redo 4th redo - 25% of lost credit returned upon completion of redo |

*Any student who did not take the initial assessment due to an **unexcused absence** will not be allowed to participate in the R3 process for that assessment.

It is my belief as an Investigative Science teacher at Casteel High School that all students can learn at high levels and deserve an opportunity to be reassessed if they didn't master the learning on the first attempt. **However, students need to do their best on the first attempt at the learning as the curriculum and classwork will continue even if a student is relearning prior material.** It is always best to give 100% the first time. The R3 process is not a “second chance” at earning a better grade, it is an opportunity for ALL students to put in the extra-work to master the material and be assessed equitably on their learning.



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3 Request

Student Name _____ Date _____

REFLECT

Previous score _____ Why do you think you earned this score?

| RELEARN | RETAKE | REDO |
|---|--|---|
| Quizzes | Exam | Lab Reports |
| <p>Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practice assignments completed with quality <input type="checkbox"/> Quiz corrections <p>Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed within one week of assessment returned <input type="checkbox"/> All practice assignments must be completed, with quality (showing work, including units, etc.), prior to quiz corrections <input type="checkbox"/> Complete quiz corrections (format at teacher's discretion) <p>New Score:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 50% of lost credit returned upon completion of quiz corrections (ex. Score = 6/12; will earn 3 points back for a total of 9/12 earned) <p><i>*Teacher reserves the right to use discretion as to which quizzes are available for corrections</i></p> | <p>Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed within two weeks of assessment return <input type="checkbox"/> All quiz corrections must be completed regardless of score before <i>original</i> exam day <input type="checkbox"/> Completion of test corrections for relearning assignment as prescribed by teacher <input type="checkbox"/> Retake Exam (format of test will be different. May include short answers, free response or multiple choice questions) <p>New Score:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student's highest score (either the original or the retake) will be posted upon completion of retake | <p>Requirements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed within two weeks of Lab Report return <input type="checkbox"/> Conference with teacher to review quality, or lack thereof, as outlined in grading rubric <input type="checkbox"/> Redo Lab report <p>New Score:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1st redo - New score 2nd redo - 75% of lost credit returned upon completion of redo 3rd redo - 50% of lost credit returned upon completion of redo 4th redo - 25% of lost credit returned upon completion of redo |

Turn in this paper with completed activities prior to the retest/redo.

Student Signature _____ Date _____

Parent Signature _____ Date _____



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TOP 6 TIPS FOR SUCCESS

1. Ask if you don't understand something.
I am here to help you learn. If you are having trouble with something, please let me know so I can help you.
2. Do all your assignments and turn them in on time.
Even a few incomplete assignments can impact your mastery of a topic covered on a test and therefore your test grade.
3. Review notes and vocabulary several times each week.
Reviewing your notes and vocabulary on a regular basis will help you remember the material better than cramming before tests.
4. Don't miss class unless you must.
People who miss fewer classes typically do better than those who are absent more often. Try not to schedule appointments on days you have Investigative Science.
5. Come to class on time and be prepared.
We have a lot to learn so I will be teaching from the beginning of class to the end. If you come late you will miss information.
6. You get out what you put in.
If you come to class to learn and you try, you will learn something. If you come to class and don't put an honest effort into your education, you will not learn as much as you could. Always remember you have the power to learn.



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FLINN
SCIENTIFIC

Student Safety Contract

School Name _____

Teacher _____

PURPOSE

Science is a hands-on laboratory class. You will be doing many laboratory activities which require the use of hazardous chemicals. Safety in the science classroom is the #1 priority for students, teachers, and parents. To ensure a safe science classroom, a list of rules has been developed and provided to you in this student safety contract. These rules must be followed at all times. Two copies of the contract are provided. One copy must be signed by both you and a parent or guardian before you can participate in the laboratory. The second copy is to be kept in your science notebook as a constant reminder of the safety rules.

GENERAL RULES

1. Conduct yourself in a responsible manner at all times in the laboratory.
2. Follow all written and verbal instructions carefully. If you do not understand a direction or part of a procedure, ask the instructor before proceeding.
3. Never work alone. No student may work in the laboratory without an instructor present.
4. When first entering a science room, do not touch any equipment, chemicals, or other materials in the laboratory area until you are instructed to do so.
5. Do not eat food, drink beverages, or chew gum in the laboratory. Do not use laboratory glassware as containers for food or beverages.
6. Perform only those experiments authorized by the instructor. Never do anything in the laboratory that is not called for in the laboratory procedures or by your instructor. Carefully follow all instructions, both written and oral. Unauthorized experiments are prohibited.
7. Be prepared for your work in the laboratory. Read all procedures thoroughly before entering the laboratory.
8. Never fool around in the laboratory. Horseplay, practical jokes, and pranks are dangerous and prohibited.
9. Observe good housekeeping practices. Work areas should be kept clean and tidy at all times. Bring only your laboratory instructions, worksheets, and/or reports to the work area. Other materials (books, purses, backpacks, etc.) should be stored in the classroom area.
10. Keep aisles clear. Push your chair under the desk when not in use.

11. Know the locations and operating procedures, where appropriate, for all safety equipment including first aid kit, eye-wash station, safety shower, fire extinguisher, and fire blanket. Know where the fire alarm and exits are located.
12. Always work in a well-ventilated area. Use the fume hood when working with volatile substances or poisonous vapors. Never place your head into the fume hood.
13. Be alert and proceed with caution at all times in the laboratory. Notify the instructor immediately of any unsafe conditions you observe.
14. Dispose of all chemical waste properly. Never mix chemicals in sink drains. Sinks are to be used only for water and those solutions designated by the instructor. Solid chemicals, metals, matches, filter paper, and all other insoluble materials are to be disposed of in the proper waste containers, not in the sink. Check the label of all waste containers twice before adding your chemical waste to the container.
15. Labels and equipment instructions must be read carefully before use. Set up and use the prescribed apparatus as directed in the laboratory instructions or by your instructor.
16. Keep hands away from face, eyes, mouth and body while using chemicals or preserved specimens. Wash your hands with soap and water after performing all experiments. Clean all work surfaces and apparatus at the end of the experiment. Return all equipment clean and in working order to the proper storage area.
17. Experiments must be personally monitored at all times. You will be assigned a laboratory station at which to work. Do not wander around the room, distract other students, or interfere with the laboratory experiments of others.
18. Students are never permitted in the science storage rooms or preparation areas unless given specific permission by their instructor.
19. Know what to do if there is a fire drill during a laboratory period; containers must be closed, gas valves turned off, fume hoods turned off, and any electrical equipment turned off.
20. Handle all living organisms used in a laboratory activity in a humane manner. Preserved biological materials are to be treated with respect and disposed of properly.

21. When using knives and other sharp instruments, always carry with tips and points pointing down and away. Always cut away from your body. Never try to catch falling sharp instruments. Grasp sharp instruments only by the handles.
22. If you have a medical condition (e.g., allergies, pregnancy, etc.), check with your physician prior to working in lab.

CLOTHING

23. Any time chemicals, heat, or glassware are used, students will wear laboratory goggles. There will be no exceptions to this rule!
24. Contact lenses may be worn provided adequate face and eye protection is provided by specially marked, non-vented safety goggles. The instructor should know which students are wearing contact lenses in the event of eye exposure to hazardous chemicals.
25. Dress properly for lab activities. Long hair, dangling jewelry, and loose or baggy clothing are hazardous. Long hair must be tied back and dangling jewelry and loose or baggy clothing must be secured. Shoes must completely cover the foot. No sandals allowed.
26. Lab aprons have been provided for your use and should be worn during laboratory activities.

ACCIDENTS AND INJURIES

27. Report any accident (spill, breakage, etc.) or injury (cut, burn, etc.) to the instructor immediately, no matter how trivial it may appear.
28. If you or your lab partner are hurt, immediately yell out "Code one, Code one" to get the instructor's attention.
29. If a chemical splashes in your eye(s) or on your skin, immediately flush with running water from the eyewash station or safety shower for at least 20 minutes. Notify the instructor immediately.
30. When mercury thermometers are broken, mercury must not be touched. Notify the instructor immediately.

HANDLING CHEMICALS

31. All chemicals in the laboratory are to be considered dangerous. Do not touch, taste, or smell any chemicals unless specifically instructed to do so. The proper technique for wafting chemical vapors will be demonstrated to you.
32. Check the label on chemical bottles twice before removing any of the contents. Take only as much chemical as you need.

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IN10494



Casteel High School

AP Environmental Science Course Statement



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Student Safety Contract Continued

33. Never return unused chemicals to their original containers.
34. Never use mouth suction to fill a pipet. Use a rubber bulb or pipet pump.
35. When transferring reagents from one container to another, hold the containers away from your body.
36. Acids must be handled with extreme care. You will be shown the proper method for diluting strong acids. Always add acid to water, swirl or stir the solution and be careful of the heat produced, particularly with sulfuric acid.
37. Handle flammable hazardous liquids over a pan to contain spills. Never dispense flammable liquids anywhere near an open flame or source of heat.
38. Never remove chemicals or other materials from the laboratory area.
39. Take great care when transporting acids and other chemicals from one part of the laboratory to another. Hold them securely and walk carefully.

HANDLING GLASSWARE AND EQUIPMENT

40. Carry glass tubing, especially long pieces, in a vertical position to minimize the likelihood of breakage and injury.
41. Never handle broken glass with your bare hands. Use a brush and dustpan to clean up broken glass. Place broken or waste glassware in the designated glass disposal container.
42. Inserting and removing glass tubing from rubber stoppers can be dangerous. Always lubricate glassware (tubing, thistle tubes, thermometers, etc.) before attempting to insert it in a stopper. Always protect your hands with towels or cotton gloves when inserting glass tubing into, or removing it from, a rubber stopper. If a piece of glassware becomes "frozen" in a stopper, take it to your instructor for removal.
43. Fill wash bottles only with distilled water and use only as intended, e.g., rinsing glassware and equipment, or adding water to a container.
44. When removing an electrical plug from its socket, grasp the plug, not the electrical cord. Hands must be completely dry before touching an electrical switch, plug, or outlet.
45. Examine glassware before each use. Never use chipped or cracked glassware. Never use dirty glassware.
46. Report damaged electrical equipment immediately. Look for things such as

frayed cords, exposed wires, and loose connections. Do not use damaged electrical equipment.

47. If you do not understand how to use a piece of equipment, ask the instructor for help.
48. Do not immerse hot glassware in cold water; it may shatter.

HEATING SUBSTANCES

49. Exercise extreme caution when using a gas burner. Take care that hair, clothing and hands are a safe distance from the flame at all times. Do not put any substance into the flame unless specifically instructed to do so. Never reach over an exposed flame. Light gas (or alcohol) burners only as instructed by the teacher.
50. Never leave a lit burner unattended. Never leave anything that is being heated or is visibly reacting unattended. Always turn the burner or hot plate off when not in use.
51. You will be instructed in the proper method of heating and boiling liquids in test tubes. Do not point the open end of a test tube being heated at yourself or anyone else.
52. Heated metals and glass remain very hot for a long time. They should be set aside to cool and picked up with caution. Use tongs or heat-protective gloves if necessary.
53. Never look into a container that is being heated.
54. Do not place hot apparatus directly on the laboratory desk. Always use an insulating pad. Allow plenty of time for hot apparatus to cool before touching it.
55. When bending glass, allow time for the glass to cool before further handling. Hot and cold glass have the same visual appearance. Determine if an object is hot by bringing the back of your hand close to it prior to grasping it.

QUESTIONS

56. Do you wear contact lenses?
 YES NO
 57. Are you color blind?
 YES NO
 58. Do you have allergies?
 YES NO
- If so, list specific allergies _____

AGREEMENT

I, _____ (student's name) have read and agree to follow all of the safety rules set forth in this contract. I realize that I must obey these rules to ensure my own safety, and that of my fellow students and instructors. I will cooperate to the fullest extent with my instructor and fellow students to maintain a safe lab environment. I will also closely follow the oral and written instructions provided by the instructor. I am aware that any violation of this safety contract that results in unsafe conduct in the laboratory or misbehavior on my part, may result in being removed from the laboratory, detention, receiving a failing grade, and/or dismissal from the course.

Student Signature

Date

Dear Parent or Guardian:

We feel that you should be informed regarding the school's effort to create and maintain a safe science classroom/laboratory environment.

With the cooperation of the instructors, parents, and students, a safety instruction program can eliminate, prevent, and correct possible hazards.

You should be aware of the safety instructions your son/daughter will receive before engaging in any laboratory work. Please read the list of safety rules above. No student will be permitted to perform laboratory activities unless this contract is signed by both the student and parent/guardian and is on file with the teacher.

Your signature on this contract indicates that you have read this Student Safety Contract, are aware of the safety measures taken to ensure the safety of your son/daughter in the science laboratory, and will instruct your son/daughter to uphold his/her agreement to follow these rules and procedures in the laboratory.

Parent/Guardian Signature

Date