

FORSYTH COUNTY COURSE SYLLABUS

2015-2016

COURSE TITLE: Physical Science
TEACHER NAME: Mrs. Mary Cartenuto
ROOM: 367

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Course Description:

The Physical Science course is a year-long course that satisfies the physical science requirement for graduation. The course is intended as an introduction to the subjects of physics and chemistry. During the first semester, students will study the physics topics of *energy, force, mass, motion, waves, electricity* and *magnetism*. The second semester will cover the chemistry topics of *classification of matter, the atom, the periodic table, solutions* and *radioactivity*.

The course design is based upon lecture, class discussion, problem solving, laboratory, and evaluation. Demonstrating knowledge in physical science will be accomplished by discussion, short answer assignments, and evaluations. Problem-solving skills will be evaluated through assigned exercises and evaluations. Critical thinking skills will be demonstrated through creating laboratory hypotheses and procedures for testing those hypotheses, as well as through data interpretation and scenario evaluation. Laboratory investigations will be written up in a report.

Required Assignments:

This course consists of sixteen units – eight physics units and eight chemistry units. Within each unit students will be expected to complete assigned homework, quizzes, labs, and unit tests. A test will be given after the completion of each unit. Unit test dates will be announced and posted several days in advance. Laboratory reports, homework, and homework quizzes are daily grades. Depending on the nature of assigned projects, they will either be a formative or summative grade.

Standards

The Georgia state standards for physical science can be found at this website: www.georgiastandards.org.

Supplies needed for class:

Pencils, pen, highlighter, notebook paper, scientific calculator, and a 5 subject spiral notebook.

Availability for Extra Help:

I am available for help mornings and afternoons by appointment. Students are also encouraged to schedule a visit during Instructional Focus times if help is needed. I am happy to help!

Make-up Work:

All missed work and assessments are the responsibility of the student when they are absent from school. A student who is absent on the class day before a regularly scheduled assessment will be responsible for completing the assignment on the regularly scheduled day and time. Students who have been absent more than two consecutive days (including the assessment day) will be given five (5) school days to make up the assessment and/or other assignments. This does not include lab reports, and ANGEL problem sets or tests where the deadline has been posted in advance. The teacher has the discretion to grant a longer period of time to make up work if there are extenuating circumstances.

Long-term projects must be turned in on the previously scheduled date. If a student is absent on that day, they must turn in the project the day they return to possibly receive full credit. For every day late thereafter, their highest possible grade will be a 70.

Late daily assignments can be turned in for a possible grade of a 70 until the summative test on that unit. Once that unit test is over, no daily (formative) assessments will be accepted.

Textbooks:

With the emergence of technology as a tool for learning, South Forsyth High School will be utilizing various resources to assist with instruction, including online textbooks, and interactive websites. In addition to these web based instructional tools, this course will also have a classroom set of textbooks. Should you feel that your child would benefit from having a textbook at home in addition to the classroom textbook, please contact your child's teacher.

Physical Science Online Textbook Access

1) Click on: <http://www.glencoe.com/ose/>

2) Enter the following access code for the Physical Science textbook: CB4223245D

3) You will need Adobe Acrobat reader on your computer to view the textbook. On the left side of the page, click on the bookmark for Student Edition Table of Contents (sorted by chapter) or the Page Navigator bookmark (for quickly jumping to a certain page number). Click on the chapter or page you need to view.

Grading Calculations:

The **End-of-Course Test (EOCT)** is a cumulative standardized assessment which counts as 20% of the overall course average. It is given upon completion of this course. EOCT courses are determined by state graduation requirements.

EOCT Course Grading Calculation:

Course Average = 40% (First semester) + 40% (Second semester) + 20% EOCT Score
First/Second Semester = 75% Summative + 25% Formative

Work Habits:

Behaviors that have the potential to increase academic achievement, promote lifelong learning, and foster personal accountability.

Middle and High School Work Habit Categories and Scoring

1: Does not meet 2: Successful 3: Exceeds

Responsibility (RE)

The student adapts to classroom practices.

1. Requires frequent redirection; strays off-task; disrupts learning environment; fails to follow class procedures.
2. **Is a self-starter; remains on-task; asks questions for clarifications when needed; applies strategies for meeting learning goals; follows class procedures.**
3. Displays independent initiative; maximizes opportunities; solves problems.

Participation (PA)

The student pursues learning through active involvement.

1. Disengages from the learning environment; responds only to teacher prompts.
2. **Engages in activities and discussions.**
3. Leads others to participate; explores new class ideas and approaches.

Assignment Completion (AC)

The student completes work by the designated time/date and according to directions.

1. Fails to complete assignments or submit work; struggles to follow directions.
2. **Produces completed work on a consistent basis by the designated time/date; follows directions.**
3. Demonstrates new applications and examples of standard; exceeds assignment expectations; extends personal learning.

Interpersonal Skills (IS)

The student interacts with others to create a positive learning environment.

1. Lacks flexibility when working with peers; isolates self.
2. **Works well with peers; listens and speaks respectfully; questions ideas rather than the person.**
3. Adjusts to a variety of classroom roles; mediates; influences others to learn.