

PHYSICAL SCIENCE COURSE SYLLABUS
Thomas County Central High School

Mission Statement: Thomas County Central High School is committed to all students graduating as productive citizens in a global society.

Teacher: Ryan Strickland	Website: tinyurl.com/coachstrick
Room Number: D-9	Email: Coach Strickland – rstrickland@tcjackets.net
School Year: 2015-2016	Phone: 229.225.5050
Textbook: <i>Physical Science, Holt</i> (replacement cost \$45.30). A classroom set is used. Students can check out a textbook upon request. <i>The Physics of Super Heroes</i> (replacement cost - \$14.50)	Tutoring: Available in mornings before school and after school. Please schedule a tutoring time at least one school day before desired time.

Course Description: The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. **Important Note:** This class takes the **Physical Science Georgia Milestone** scheduled in the Spring Semester.

Standards Based Instruction: This course will include information in compliance with the Georgia Performance Standards (GPS)/ Common Core Georgia Performance Standards. For complete coverage of this course's standards please see www.georgiastandards.org/

- SPS1. Students will investigate our current understanding of the atom.
- SPS2. Students will explore the nature of matter, its classifications, and its system for naming types of matter.
- SPS3. Students will distinguish the characteristics and components of radioactivity.
- SPS4. Students will investigate the arrangement of the Periodic Table.
- SPS5. Students will compare and contrast the phases of matter as they relate to atomic and molecular motion.
- SPS6. Students will investigate the properties of solutions.
- SPS7. Students will relate transformations and flow of energy within a system.
- SPS8. Students will determine relationships among force, mass, and motion.
- SPS9. Students will investigate the properties of waves.

Materials: The following materials will be used in this class on a daily basis. Most of these supplies can be used in other classes as well. They do not need to be used for this class only!

1. Spiral notebook: 9x11 or larger ***YOU MUST GET THIS SIZE*** or your pages won't fit!!!!
 - 150-200 sheet count or two books with 100 sheets each
 - College Rule
 - 3-hole punch
 - This will be for this class only!!
2. Colored pencils (we will use color a lot in this class) – erasable is the best – NO MARKERS, they bleed through. *There is a class set available.*
3. Something to write with: Pencil, Blue or Black ink pen – nothing that will bleed through pages.
4. Highlighters (3 different colors of your choice – used daily!). *There is a class set available.*
5. 3-4 Glue Sticks (we will be gluing assignments into your notebook). *There is a class set available.*

Reading in the Content Area:

As part of our content standards, all students will be required to read content related material to enhance the curriculum. Reading requirements include current science article and *The Physics of Superheroes* by James Kakalios. This will be assigned during the 3rd nine weeks grading period. An outside project and reading assignment will be required.

Course Outline: Assignments will be checked weekly and entered into the grade book on Notebook Check/Test Date.

<p>1st Nine Weeks Unit 1 – Lab Equipment/Methods of Science & Measurement/States of Matter Unit 2 – Classification of Matter/Solutions Unit 3 – Properties of Atoms & The Periodic Table/Elements and their Properties</p>	<p>3rd Nine Weeks Unit 7 – Motion & Speed/Forces Unit 8 – Energy/Thermal Energy Unit 12 – Nuclear Energy</p>
<p>2nd Nine Weeks Unit 4 – Ionic and Covalent Bonds Unit 5 – Chemical Equations Unit 6 – Acids and Basis</p>	<p>4th Nine Weeks Unit 9 – Simple machines Unit 10 – Waves & Sound/Electro Magnetic Radiation Unit 11- Electricity & Magnetism/Electric Current</p>

** This course has an Georgia Milestone.

Course Grading Percentages:

Course work will count as 80% of the overall grade.

Test.....	30%
Labs/Projects.....	30%
Daily Work	30%
Benchmark.....	10%

*The average derived from these percentages in the teacher's grade book will then be averaged with the student's score on the Georgia Milestone, which will account for 20% of the student's final average.

MY EXPECTATIONS:

I have high expectations for this class! I am willing to help and work with you in anyway, however slacking off will not be tolerated. It is very easy to pass my class—here's how you do it:

- Come to class on time and be ready to work when the bell rings! I start on time!!!
- Do your best work (homework/class-work, studying, labs, group and individual participation)
- Pay attention in class! Ask questions when you don't understand.
- Take good notes
- Complete your projects/assignments on time and to the best of your ability.
- Work cooperatively with your peers, no matter who they are!
- Most important—keep up!!! Homework will be assigned and is crucial to your success.
- Don't get behind...it's a lot harder to catch up than to stay on task!
- Follow all lab safety guidelines – You will lose lab privileges upon violation of these!!
- Follow all policies in student handbook (Tardies, absences, cheating, course repair, academic indifference)

If students do not meet the teacher expectations, the teacher will follow the course of action below:

- 1st Offense – Teacher/Student Conference
- 2nd Offense – Parent Contact/Teacher Detention
- 3rd Offense – Referral to Administration

Teacher: I will be fair and consistent in administering the discipline plan and grades for my students.

Signature: _____ **Date:** _____

Student : I have read the classroom discipline plan and syllabus, and I understand it fully. I will honor it and will support it while in the classroom.

Signature: _____ **Date:** _____

Parent/Guardian: My child has discussed the classroom discipline plan and syllabus with me. I understand and support it.

Signature: _____ **Date:** _____

Best Means of Contact: _____