2017-2018 PHYSICAL SCIENCE SYLLABUS

Ms.Saint (541) 935-8200 ext. 2117 Email – dsthilaire@fernridge.k12.or.us Room 17

Required Course **Course Length:** Full year **Pre-requisite:** None

COURSE DESCRIPTION: Physical Science is designed to provide students with a background in chemistry and physics that will equip them to deal with the problems and decisions they will face as citizens and consumers. Course content includes principles of experimentation, elements of matter, and changes in matter.

TEXT: Physical, Earth and Space Science, An Integrated Approach. Each student will check out a text from the library, and is responsible for returning it at the end of the year. Text damage or loss results in fines in accordance with school policy.

Physical Science Academic, Behavior & Safety Guidelines

In addition to the behavioral and attendance guidelines outlined in the EHS Handbook, you are expected to:

ACADEMIC GUIDELINES:

1. **Required Materials:** Text, writing supplies, calculator and assignments.
2. **Late work:** Late work is not accepted. Work is due on the due date.
3. **Make-up work:** Is accepted within one week of an *excused absence*. See me for missing assignments during lunch!
4. **Academic Integrity:** While collaborative learning is strongly encouraged, each student must produce their own written answers for **all** class, home and assessment work including collaborative work.
5. **Testing:** Communication by anyone (including non-testing students) during examination is prohibited and results in a zero until all tests are collected and the teacher clears the class. Communication is assumed to be cheating unless the teacher can undoubtedly determine it was not. Non-cheating communication results in behavioral consequences.
6. **Extra Help:** See me with questions regarding content, assignments, grades or other concerns during lunch from 12:05 – 12:25. I am also available by appointment between 8:00-8:15 am or 3:20-3:45 pm.

BEHAVIOR GUIDELINES:

1. **Respect:** Engage courteously in classroom discussions, raising your hand to participate. Listen quietly to your classmates and instructor as they ask questions or make statements.
2. **Food and Drinks:** I provide filtered water for you; otherwise food and drinks are prohibited in class.
3. **Electronics:** All electronic/communication/music devices must be off and put away **prior to entering** class and remain off at all times in the classroom, or be turned over to me for parental retrieval from the office.
4. **Tardy:** ***PRIOR*** to the bell you MUST be quietly seated and working on the posted assignment and learning objectives, with completed homework ready for grading or you will be *marked tardy*. Three tardies result in detention, referral, parent contact and/or additional consequences.
5. **Off Task Behaviors and beh**aviors that interrupt teaching may result in the student making up time after the bell, during lunch, after school, parent contact and/or additional consequences.
6. **Bathroom:** Students should use the bathroom between classes but are provided two passes per semester. If additional bathroom use is needed, each use will result in a Tardy.
7. **Insubordination:** Insubordination is refusal to follow instructions and may result in a lunch detention or referral.

SAFETY:

1. **Laboratory equipment** can be harmful to you, others and the facility if improperly used. Do not turn on or use equipment without the teacher's implicit instructions and supervision. Students will be required to pass a safety quiz prior to using laboratory equipment. Please request additional guidance from me if you are unsure about how to safely operate equipment.
2. **Fire Drill and Emergency** procedures must be followed at all times. During Drills we exit room 17 and walk west to the track. There we quietly line up single file until the building is cleared and we are returned to class.

APPROXIMATE CONTENT SCHEDULE - CPO FOUNDATIONS OF PHYSICAL SCIENCE

SEMESTER 'A'	SEMESTER 'B'
1 - Measurement	12- Atoms Neutral → Stable
2 - Science Process/Inquiry	13- Compounds
3 - Mapping	16- Electricity Circuits
4 - Motion and Speed	17- Magnetism
5 - Forces	19- Changing Earth
6 - Newton's Laws of Motion	20- Earthquakes & Volcanoes
7 - Work, Energy, & Power	21- Water & Solutions
12- Atoms → Compounds (Intro)	22/23- Water Cycle/Landmass
8 - Matter & Temperature	24/25- Waves/Sound/Light
9 – Heat- Thermodynamics	26- Solar System
10- Properties of Matter	27- Stars
11- Earth Systems	28- Universe

GRADING COMPONENT	PERCENT OF GRADE
In-Class & Home work	(35%)
Labs/Activities	(20%)
Quizzes/Exams	(30%)
Comprehensive Final	(15%)

EARNED GRADES

FINAL PERCENTAGE	GRADE
97-100	A+
93-96.9	A
90-92.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
60-62.9	D-

Incomplete (I), No Grade (NG), or Pass/No Pass (P/NP) will be assigned only when prior arrangements have been made in accordance with school policy.

Ms.Saint's abbreviated Bio:

In 1978 I left Maine to earn an AAS Architecture from Vermont followed by nine amazing years of practicing Architecture including work out of Boston designing hospitals to redesigning earthquake structural supports in an existing nuclear power plant to renovating historic buildings in Portsmouth NH. In '89 my professional path was redirected by the recession. I left Architecture, renovated my home and built furniture while attending Real Estate Appraisal classes enabling me to execute large land tract appraisals for NH State conservation easements and residential appraisals. In 1991 I moved to Blue River, Oregon to fight wildland forest fires for the US Forest Service (USFS). Subsequent USFS positions included reconstructing and replanting stream riparian zones to reestablish healthy plant and animal populations; Contract Inspector managing District Yew Tree Taxol harvests for cancer treatment; Duel-District Hydrology Technician locating and mapping district ephemeral streams, studying fish habitat and health and analyzing the chemistry and health of Wilderness lakes and streams; my final USFS position was as Wilderness Ranger in the Three Sisters Wilderness for the Willamette National Forest. During this period I earned my Basic EMT, volunteered for the McKenzie Bridge Fire Department and was employed as a Professional Ski Patroller at Hoodoo Ski Area. In 2001 I began dabbling in Chemistry and Biology at Lane Community College, then attended University of Oregon (UofO) where I worked in the Cuttlefish Lab while earning my BS Science Degree with minors in Biology & Chemistry. In 2004 I joined Oak Hill School teaching grades 6-12 sciences. In March of 2008 I earned my Master's in Education at Pacific University and joined Elmira High School.

I have also been published twice as a result of my research at two major universities. My work in the Tublitz Cuttlefish Lab focused on chromatophores and tissue regeneration. The peer reviewed paper is published at http://jeb.biologists.org/content/214/20/3423.full.pdf+html. While teaching at Oak Hill School I was accepted into the National Science Foundation's Research Experience for Teachers (RET) graduate program at UC Santa Barbara (UCSB). The research was two tiered and began in 2006 with an investigation of salt's effects on the interaction between lung surfactants and blood protein following severe lung injury. The second tier was delayed one year for health reasons and completed in 2008, immediately after joining EHS. This project is published at http://www.mrl.ucsb.edu/education/ret-research-experience-teachers/debra-st-hilaire.

Because my life's been packed with amazing personal and professional science experiences I am heavily armed with numerous examples for teaching. Relaying these examples gives students immediate and deep meaning to content, building interest and connection and making teaching so much fun!

I look forward to teaching your child and growing strong communication and collaboration with you toward your child's success. I am available to students during lunch and by appointment before and after school. I am also available for you during those time periods by appointment

M, Tu, Th, F Schedule			**Fall Semester**	**Spring Semester**
Period 1:	8:25	9:16 a.m.	Physical Science	Physical Science
Period 2:	9:21	10:13 a.m.	Physical Science	Physical Science
Period 3:	10:18	11:08 a.m.	Physical Science	Prep
Period 4:	11:13	12:03 a.m.	Physical Science	Earth & Space
	12:03	12:35 p.m.	Lunch	Lunch
Period 5:	12:40	1:30 p.m.	Physical Science	Physical Science
Period 6:	1:35	2:25 p.m.	Earth & Space	Physical Science
Period 7:	2:30	3:20 p.m.	Prep	Physical Science
			(Wednesday and Assembly schedules vary)	

I look forward to our year together!

Ms Saint

EFFECTIVE COMMUNICATION

EFFECTIVE COMMUNICATION between parents and teachers is the best way to enhance student success in the classroom. Please contact me with questions or concerns. The best way to reach me is at dsthilaire@fernridge.k12.or.us or by phone at 541-935-8200, ext.2117.

Student

Please complete and submit this form to indicate that you have read and understand classroom and course expectations.

Student Name:_____, _____ Date _____ **Period** ____
Printed Signature

Parents/Guardians:

Please complete this form to facilitate ease of communication between us and to show that you have read and understand classroom and course expectations.

Name: _____, _____ Date _____
Printed Signature

Phone: _____(h) _____ (c) E-mail _____

Name: _____, _____ Date _____
Printed Signature

Phone: _____(h) _____ (c) E-mail _____

I look forward to an exciting and educational year.
Please contact me if you have any questions or concerns.

Have fun this semester-

Ms.Saint

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**The classroom policies contained in this course outline may change as needed.*
The Fern Ridge School District is an equal opportunity educator and employee

Name _____ Nickname: _____ Period _____

1. My favorite foods include: _____
2. My favorite sport or thing to do is: _____
3. I've been in this school district for _____years.
4. Athletes don't have to work to become proficient at their sport. (**True or False**)
5. Great athletes improve through practice and by learning new or better techniques. (**True or False**)
6. Athletes spend _____ hours per week working to maintain or improve their performance.
7. "Smart' people always get A's (**True or False**)
8. "Smart" people don't have to work to earn A's. (**True or False**)
9. Even "smart" people need to work or practice to learn new subjects, concepts, or sports. (**True or False**)

If true, list ways they might do this? _____

_____

10. In middle school, students were promoted even when they failed a class. (**True or False**)
11. In high school, students never have to repeat a class even when they fail one. (**True or False**)
12. I can learn good work habits and <u>earn</u> better grades in high school with patience and effort. (**True or False**)
13. I think I can earn **A, B, C, D, F** grades in high school. (circle one)

Explain why: _____

14. I intend or expect to graduate from high school. (**True or False**)
15. People are more able to afford rent, food, and a car **(with or without)** a HS diploma? _____

Explain why:_____

16. After HS I expect to attend (circle one): **Trade school, Community College, Four Year School, or the Military**.
17. I will have more job options, opportunities and higher pay without education after HS? (**True or False**)

Explain why: _____

18. Monthly costs for rent, food, phone, TV with cable, a vehicle, and insurance total about $_____.
19. Full time minimum wage will earn me a monthly "take home" income of about $ _____.
20. My interests and passions include: _____
21. The careers I can imagine for myself include: _____

_____

22. Professions that enable traveling include: _____

_____

23. I want independence and flexibility in my career with freedom to advance. (**True or False**)
24. I will achieve my independence by: _____
25. The likeliness of more enjoyable life adventures increases with options and opportunities. (**True or False)**