

# Mr. Ross's Science 8

2016-2017

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Welcome to 8th grade! Whether you have me for Science 8 or Integrated science, I'm very excited for the year with you. Successful completion of this course will equip you with the necessary skills and knowledge to succeed in your high school science classes, as well as making you more mature and productive citizens. The ultimate goal of this class is to make you better thinkers, better problem solvers, and better citizens. There will be many things I will do to help you achieve that goal, but there are a few things you must do to ensure your success.

- 1. Be aware of the classroom procedures.** What do you do when you are absent? When is it appropriate for me to talk? What is the homework policy? Is there extra credit?
- 2. Bring your supplies every day.** What are the materials you will need every day? Is there a book for the class? What do I do if I forget something?
- 3. Always try your best.** Even when you don't think you can do something (yet!), sometimes I just need the effort from you to get you there.
- 4. Don't be afraid to fail.** We learn more from our failures than our successes. You will have opportunities to learn from failure. Just make sure you LEARN from your mistakes!
- 5. Be an active learner!** This means listening, asking questions, taking your own notes, talking with members of your group, and participating! Don't just mooch off your group mates, sleep through class, and stare at the clock.

If you follow this advice, you can do well in this class. If you don't, then you may have heard the phrase, "Shooting yourself in the foot." That means doing something that is bad for you to yourself. Don't shoot yourself in the foot...it hurts.

## MATERIALS

1. A grid-ruled composition notebook, left in class most days
2. A science binder for any handouts, homework, quizzes, and paper
3. A calculator (IN SCIENCE??? Gasp!!!)
4. A writing utensil.
5. Your agenda, EVERY DAY.

There are materials that you may use throughout the room that have labels on them. Please feel free to use these materials, but make sure you return them to the same location, and in the same condition, that you found them in.

## PARTICIPATION

Participation is necessary to your success this year. You will need to ask questions, answer questions, help in demonstrations, work in groups effectively, discuss your thoughts with others, and evaluate the work of your classmates. Effective participation means you are contributing to your learning and the learning of others.

Group work is a large part of your learning experience, so you will need to utilize existing and develop new interpersonal work skills. We all have something we can learn from others, and they can learn from us as well, but you must have an attitude of respect. NEVER attack a person in your group. We may argue with their position using data, but we never argue with the person. (Do you know the difference?) NO PERSONAL ATTACKS.

## ABSENCES

If you are absent from class, you are still responsible for the learning that has taken place. It may be a lab that you missed, a lecture, or a reading, but you must still complete it within a time no greater than the amount of time you were absent. I try to be flexible, but don't take advantage of a teacher being gracious.

1. When you are absent, please check the blog and/or twitter for information that you missed from class. The blog is <http://bpross13.edublogs.org>.
2. Find a classmate/partner at your desk who can get you up to speed and share any of the learning that we did on the days you missed. You may need to check out their personal notebook, copy information, or have them catch you up!
3. Check the trays for the day(s) you missed to grab any work, notes, diagrams, ect.

## BEHAVIOR EXPECTATIONS POLICY

My expectations for behavior are that students are actively engaged in learning the material for science class, and that they are not detracting from their own learning, the learning of others, or my ability to instruct the class. This covers a wide variety of behaviors that may be appropriate in some circumstances, but inappropriate in others. For example, during classroom instruction, students may need to raise their hand to comment in class, if only to provide order and focus to the activity of class. However, during a lab scenario, they do not need to raise their hand to be recognized, and productive conversation is more acceptable.

Make sure you are prepared for class, whether that means having all your materials, having your pencil sharpened when the bell rings, being in your seat when the bell rings, or being able to find a paper within 30 seconds of being asked to produce it. It is expected that you arrive to class on time. The first 3 tardies are free, and then consequences are incurred. Another example of inappropriate behavior in class is rude or disrespectful action or speech toward any human being...ANYWHERE. Crude joking, unkind words, ridiculing, interrupting, arguing, fighting, damaging materials, and distracting others are just a few examples of disrespectful actions directed at others that will not be tolerated.

Concerning behavior, the school rules are a good guide for any student in any situation:

1: Respect yourself, others, the school, and learning

2: Conduct yourself in a way that will not keep adults from teaching or you and others from learning.

I am patient, but don't abuse that patience or mistake it for tolerance. I will generally remove you and ask you a few reflection questions if you're removed from class. "Why are you out here? How are you making the class better? How are you improving your situation and those of others? How are you going to recover?" If you answer them honestly and show you're ready to return, you'll return. More serious or chronic issues may result in a parent/guardian contact as well. Detentions may be given when necessary, but office referrals will be given for more serious or chronic issues.

My goal when I see students making poor behavior choices is to correct the behavior, and for you to learn from it. Sometimes a simple warning will suffice to get a student back on track, but other actions include calls home (during or after school), restitution (to restore to normal something that you "messed up"), conferences, loss of privileges in class, and detentions or office referrals.

## GRADING

It is a good idea for you to keep a record of your own grades for each quarter so that you can ensure that you earn the grade you deserve. Missing and late assignments can sometimes cause the grading system to score your assignment as a 0, when really you deserve a grade. There have been incidents with other teachers as well where the gradebook has not saved correctly, so it's always a good idea for you to know where you are in the class.

We will also have quizzes (10-15 points) each Friday over the week's materials. There is, however, a retake of the quiz! Retakes are for students who earned below an 80% on the first quiz, and the retake can only give you an 80% as a high grade.

The Pickerington Grading scale is as follows:

Percent	Letter Grade	Value
100-93	A	4.00
92-90	A-	3.75
89-87	B+	3.25
86-83	B	3.00
82-80	B-	2.75
79-77	C+	2.25
76-73	C	2.00
72-70	C-	1.75
69-67	D+	1.25
66-63	D	1.00
62-60	D-	0.75
Below 60	F	0.00

## PLAGIARISM/ ACADEMIC DISHONESTY

Plagiarism is "the act of taking someone else's work or ideas and passing them off as one's own"(Google). Copying something from a neighbor or the internet is not the correct way to answer a question. I want to see what you know or can do on your own. When working in a group, it would be a good idea to put answers into your own words...and make sure it's correct! We often have students who copy the same wrong answer. It's sad on so many levels.

**Bottom line: If it didn't come out of your brain, you have to cite it. If it's yours, communicate it clearly. Don't copy your friend. Do your own work.**

## HOMEWORK

Homework will be given minimally this year. However, if you need additional practice, homework may be assigned to you. You will still need to study at times and work on long-term projects outside of class. I want to respect your time outside of school, so follow this rule: give me your best effort in class and I won't need to take your time at home.

## NOTEBOOKS:

Your graph-ruled composition notebook will be your place for notes, activities, and sometimes reflections. Items in your notebook will be graded, such as reflections questions, bell-ringers, and exit slip questions. Please make sure you give your best effort in your notebook, as it can be a valuable resource for your studying, reference, and learning.

## LABS

Lab situations require special considerations from all students. The easiest thing to remember is that you may need to dress appropriately to the lab, which I will give you information on prior to the lab. Some labs require nothing special in the way of special clothes or shoes, while other labs (especially in Integrated science) may require goggles (provided), close-toed shoes, and long hair or jewelry to be tied back. Lab's also require care in your attitudes towards others and behavior with lab equipment. Any unsafe behavior in a lab situation that puts others at risk of danger may result in a 0 on the lab, or a reduced grade. Accidents do happen, and that is not a problem; but intentional misuse or abuse of equipment, or people, will not be tolerated.

## WEEKLY READINGS:

Each week you'll receive a reading assignment that we work on in class. There will be a task required of you for the assigned reading, covering skills and knowledge you should obtain.

## ASSESSMENTS:

Fridays usually have a 10-15 point assessment reviewing the week's materials. Each trimester will consist of one or two units that entail a pre-assessment and a graded post-assessment, taken also by your peers in Lakeview and Ridgeview. These tests and quizzes make up the bulk of your grade. Retakes are available for most weekly quizzes, but not for end of unit tests.

## PROJECTS:

You will receive 1-2 projects per trimester that are long-term and require planning and work to be done ahead of time. There will usually be checkpoints for the work, as well as work done in class.

TENTATIVE SYLLABUS (Subject to changes as needed)

<b>Trimester 1: Aug. 16 - Nov. 11</b>	
Tues-Fri 8-16 thru 8-19	Norms, expectations, procedures, Present Project 1. Preassessments.
8/22/2016	Streams (Weathering, erosion, deposition)
8/29/2016	Glaciers (Weathering, erosion, deposition)
9/6/2016 (no monday school, labor day)	Deserts and Floodplains (weathering, erosion, deposition)
9/12/2016 (2 hour delay 9/14)	Coastlines (weathering, erosion, deposition)
9/19/2016	Steno's Laws, Relative Dating
9/21/2016*****	Volcanic Deposition. COMMON ASSESSMENT, Project Due
9/26/2016	Mountain Features (folding, faulting). Plate Tectonic Theory/History NEW PROJECT. PREASSESSMENT.
10/3/2016	Evidence for Plate Tectonics
10/10/2016 (2 hour late start 10/12)	Plate Tectonics and Boundary Types. Convection Currents
10/17/2016	Seismic Wave Data and Earth's Interior
10/24/2016 (no school 10/26)	Model of Earth's interior.
11/11/2016 (End of first trimester)	PROJECT DUE, COMMON ASSESSMENT.
<b>Trimester 2: Nov. 14 - Feb 17</b>	
11/14/2016 (2 hour delay 11/9)	Depositional Environments PREASSESSMENT, NEW PROJECT
11/14/2016	Interpreting Block Diagrams for past environments
11/21/2016 (Wed-thurs thanksgiving break)	Ice Cores, Tree Rings
11/28/2016	Fossil Record, Index Fossils, History of Life
12/5/2016	Evolution and Natural Selection
12/12/2016 (2 hour late start on 12/14)	Biodiversity and Mass Extinctions
12/19/2016	COMMON ASSESSMENT, PROJECT DUE
1/3/2017 (4-day week)	Cell Theory, Mitosis, Meiosis. PREASSESSMENT, PROJECT
1/9/2017 (2 hour late start 1/11)	Asexual Reproduction
1/17/2017 (no school monday, MLK)	Sexual Reproduction, comparison to Asexual Reproduction
1/23/2017	Mendelian Genetics
1/30/2017	Codominance, relation to evolutionary processes
2/17/2017 (2 hour late start 2/8) (End of trimester 2)	Gene expression and environment. COMMON ASSESSMENT, PROJECT DUE

Trimester 3: Feb. 21 - May 24	
2/21/2017	Relative Motion....God help us. NEW PROJECT, PRE-ASSESSMENT
2/21/2017 (no school Monday, President's day)	Constant Velocity, Motion maps, Graphs.
2/27/2017	Acceleration, Motion maps, Graphs
3/6/2017	Newton's 1 <sup>st</sup> Law (Balanced, unbalanced force). Force Diagrams.
3/13/2017	Contact Forces
3/20/2017	SPRING BREAK
3/27/2017	COMMON ASSESSMENT, PROJECT DUE.
4/3/2017	Non-contact forces, NEW PROJECT
4/10/2017 (no School Friday, 2 hour delay on 4/12)	Gravitational Potential Energy
4/18/2017 (no school monday) POSSIBLE AIR TESTING?	Elastic Potential Energy SLO TESTING.
4/24/2017 AIR TESTING	AIR TESTING
5/1/2017 AIR TESTING	AIR TESTING
5/8/2017 (2 hour delay 5-10)	AIR TESTING
5/15/2017	PROJECT
5/24/2017 (Last day on Wednesday)	PROJECTS DUE

## CONCLUSION

You are now 8th graders, and I will be expecting 8th grade things from you, like being courteous to others and taking ownership for your work and your actions. I will challenge you academically on tests, quizzes, homework, and labs. Don't give up on yourself, and ask questions the whole year. This is another part of being mature: working hard. Good work ethic is one of the most admirable qualities in my students. As 8th graders, you should also know where the line is with the teacher and with other students--don't cross that line, and don't stand near that line. Lastly, part of being an 8th grader means you are mature enough to adapt and adjust to changes that come your way. Based on the needs of the class, some classroom policies may change, but by and large, this is the format for the class.

I want all of you to learn and grow this year, so always be cognizant of that fact. I hope that you can have fun, make friends, grow and develop, but know that our goal is for you to become great problem-solvers. Best of luck this year, and remember to ask for help!





# Policies Agreement and Contact Information for Mr. Ross's Class

Please read over the classroom procedures and policies with your student on their Google Drive. Once you have read over it, please return this form completed with your most updated information. If you have any questions, concerns, or helpful information in working with your student, please feel free to contact me at [brendan\\_ross@plsd.us](mailto:brendan_ross@plsd.us).

1. *I have read, understand, and agree to Mr. Ross's classroom rules, expectations, and procedures.*
2. *I understand that any additional rules found in my student handbook apply, and that it is my responsibility to complete my work well, behave well, and make good decisions throughout the year.*
3. *My parents/guardians and I have contact information for Mr. Ross and know that a class blog is updated daily for our benefit. The password is "science" for anything requiring a password.*
4. *We also understand that Mr. Ross may contact my guardian during the day or after school when necessary.*
5. *I understand that lab situations require safe behavior and proper dress, and that a failure to abide by these considerations may result in a zero grade on the lab and possible disciplinary action*
6. *I will do my best this year to make good decisions and succeed.*

Student Name (Print) \_\_\_\_\_

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

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Email Address 1 \_\_\_\_\_

Email Address 2 \_\_\_\_\_

Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_

Cell Phone \_\_\_\_\_

