



Physical Science



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Course Description:

Physical Science is the study of matter and energy. Physical science explores the correlation between matter and energy through text, classroom discussions, and laboratory discoveries and projects. Students will develop scientific, technological and mathematical literacy through scientific text and lab experiences. Students will apply the scientific method in laboratory explorations and will acquire a basic foundation in physics and chemistry.

Blended/Flipped Curriculum:

This will be a blended curriculum, meaning students get the most meaningful face-to-face interaction with me along with differentiated online instruction. The reason I choose to try this new way of teaching Physical Science is I feel it is the best way to build content knowledge, develop 21st century skills, meets each students academic needs and tap into their personal interests. Everything the students need online will be linked through my website (listed above) and Schoology. Because this will be a blended class, homework will be a combination of paper-pencil and online assignments.

Topics Covered (as time allows):

Lab Safety
Digital Citizenship
Forces & Motion
Waves

Electricity
Matter
Chemical Properties
Reactions

Supplies:

Textbook: Holt *Science Spectrum Physical Science* with paper bookcover (optional)
Pens/Pencils (pencils recommended for labs)
Calculator (there is a calculator app on the chromebook)

Grading (District-wide grading scale):

In this science class, a standards-based grading approach will be used. You may have heard nothing about this approach to grading or you may have heard all kinds of things. The reasons that I decided to use this approach include the following:

- I want students' science grades to reflect what they know and don't know about science content.
- I want to be able to tell students specifically what they do and do not understand about science.
- I want to develop a culture of risk-taking and embracing mistakes as part of the learning process.
- I want to empower students to reflect on their own learning and learn HOW to learn.
- I want students to be clear what content they are supposed to learn, and not make them guess that information from handouts and activities.

Standards Scale (used for grading assessments/tests):

10	Know It, Own It, Use It	<ul style="list-style-type: none"> The student consistently meets and at times exceeds the standard as described by the expectations. The student extends and applies key concepts, processes, and skills for grade level.
9	Know It & Own It	<ul style="list-style-type: none"> The student regularly meets the standard, with limited errors. All information is accurate and makes connections between studied concepts. Can demonstrate full understanding of the standard. Student is able to present their understanding in their own way.
8	Almost Know It	<ul style="list-style-type: none"> The student occasionally meets the standard. Mostly right ideas with some wrong ones/misunderstandings. About and even mix of memorized information and their own understanding in their own words.
7	On My Way To Knowing It	<ul style="list-style-type: none"> The student occasionally meets the standard. Mostly memorized information known. No application of the information being turned into their own understanding of the standard.
6	Starting To Know It	<ul style="list-style-type: none"> The student is not meeting the standard. A lot of wrong ideas with a few right ones. Most information doesn't directly apply to the standard OR not a lot of evidence of understanding.
5	No Evidence of Understanding	<ul style="list-style-type: none"> No work on standard completed to judge understanding OR Insufficient evidence of understanding. Work is not related to the standard in any way. Additional work must be done and shared before teacher can make a determination of the student's progress.

Daily Check for Understanding (used for daily work/practice)

4	I understand it. I could teach this to my parents.
3	I understand it.
2	I think I get it, but I'm still getting some problems wrong.
1	I don't get it. I need help.

Discipline Procedures:

Discipline is up to the teacher's discretion depending on the situation. Possible consequences are verbal warning, conference outside of class, phone call or email home, detention, or removal from class.

Classroom Expectations:

- Students will come to class prepared. (chromebook will be charged)
- Students will respect staff, other students, and property belonging to others.
- Students are expected to come to class with a positive attitude and be attentive and motivated to learn. All I ask is that you always try YOUR best.
- Students will listen carefully and follow directions. This is especially important during labs.
- Students are expected to be in their seat when the bell rings, clean up their area before leaving class, and wait to be dismissed by the teacher not the bell.

**Thanks also for getting involved with your child's education.
With your help we should have an outstanding school year!**