



**Northeast High School**  
***Raider Pride: ALL HANDS ON DECK!!!***  
Mrs. Donna Walker-Thompson, Principal  
**2021 - 2022 Physical Science Syllabus**



**Course: Physical Science**

**Email: chivas.spivey@bcsdk12.net**

**Office Hours: 2:50 to 4:00**

**Teacher Name: Mr. Chivas Spivey**

**School Phone: 478-779-4100**

**Support Days: Wednesdays & Thursdays**

**Class Communication System**

To support out-of-school communication to parents and students, we will utilize REMIND which is a text-based application. To access this application, text the following codes to this number: **81010**.

**5<sup>th</sup> Period = 8dhk3g4**

**Teacher's Expectations**

It is my expectation that you come to class each day prepared and focused to do your best to grasp the material that is being covered. Bad attitudes are not permitted in this classroom and will be dealt with swiftly, immediately, and efficiently.

**Course Overview**

This course is designed to develop and enhance students' knowledge and skills in the following:

**Course Topics of Study (e.g., Domains, Strands, Big Ideas)**

SPS1. Students will obtain, evaluate, and communicate information from the Periodic Table to explain the relative properties of elements based on patterns of atomic structure.

SPS2. Students will obtain, evaluate, and communicate information to explain how atoms bond to form stable compounds.

SPS3. Students will obtain, evaluate, and communicate information to support the Law of Conservation of Matter.

SPS4. Students will obtain, evaluate, and communicate information to explain the changes in nuclear structure as a result of fission, fusion and radioactive decay.

SPS5. Students will obtain, evaluate, and communicate information to compare and contrast the phases of matter as they relate to atomic and molecular motion.

SPS6. Students will obtain, evaluate and communicate information to explain the properties of solutions.

SPS7. Students will obtain, evaluate, and communicate information to explain transformations and flow of energy within a system.

SPS8. Students will obtain, evaluate, and communicate information to explain the relationships among force, mass, and motion.

SPS9. Students will obtain, evaluate, and communicate information to explain the properties of waves.

SPS10. Students will obtain, evaluate, and communicate information to explain the properties of and relationships between electricity and magnetism.



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Course Resources:

- [Coach Spivey Youtube videos](#) – These videos are created and designed to help build student comprehension and understanding of key concepts in Biology. Students and parents must subscribe to ‘Coach Spivey’ youtube channel to access the instructional videos directly.
- [Fsicourses.net](#) - This website is created and designed as online courses to guide students through content and curriculum and assess their knowledge on Biology topics as we progress through the school year. Students must register to [fsicourses.net](#) by entering in their information and provided registration code in order to be assigned into online courses for Biology.
- [Liveworksheets.com](#) – This is where your online interactive notebook will be held. Most of the activities and assignments you complete will be housed here. This is where you will go to update your proficiency sheets as well.

**Course Texts**

Pearson Physical Science Concepts in Action

**Materials**

3 ring binder, minimum 1 inch thick  
Notebook paper  
Pens/pencils/erasers  
Colored pencils  
Section dividers

**Course Expectations**

**Reading**

Students will engage in interdisciplinary collaborative and independent critical reading experiences with a variety of grade-level texts.

**Writing**

Students will write for a variety of purposes to include argumentative, informational, and research. Students will claims, support claims with evidence, and construct evidence-based responses.

**Ongoing**

Students will demonstrate a thorough knowledge of Physical Science as demonstrated by lab experiments, examinations, and other activities. Students are expected to come to class prepared, with all materials, and in a mindset to work diligently on the assigned work. Safety is of utmost importance. As such students are not allowed to eat or drink in the room, must wear closed toed shoes on lab days, and must wear eye protection. Any horse playing or other inappropriate behavior in the lab will result in the student being removed from the lab and subsequent labs, a failing lab grade and placement in an alternative lab setting for future labs.



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**Course Assessments**

Students will take a variety of classroom, school, district, state, and/or national assessments in this course to determine proficiency on the standards and college and career readiness. Some assessments will be performance or project-based, while others will include multiple choice, constructed responses, and free responses to provide students with essential test-taking skills and preparedness for increased success on End-of-Course assessments. The school-level assessment schedule is described below. It details the type and frequency of common assessment benchmarks (CABs), which are assessments that are taken by all students enrolled in the course and are used evaluate student readiness, progress, and proficiency on critical course standards.

<b>COMMON ASSESSMENT BENCHMARK SCHEDULE</b>			
	<b>Diagnostic CAB</b>	<b>Formative CAB</b>	<b>Summative CAB</b>
<b>Purpose</b>	Assesses student readiness  <i>Asks and answers, <b>What do students already know and what do they already know how to do?</b></i>	Assesses student progress towards meeting the expectations  <i>Asks and answers, <b>How well are students doing as they learn? Where do they need the most help?</b></i>	Assesses student mastery or proficiency as described by the standards.  <i>Asks and answers, <b>Do the students know and are they able to do what the standard says?</b></i>
<b>Frequency</b>	Beginning of every six weeks of instruction	Every week	End of every six weeks of instruction

**Attendance Policy**

Students who take year-long classes, who have ten or more unexcused absences, will not receive credit for the course. Students who take semester-long classes and have 5 or more absences will not receive credit for the courses.

**PBIS Expectations**

Students will operate under the Positive Behavior Interventions & Support system (PBIS) which promotes positive behavior and redirection strategies to help students be successful in their academic and extracurricular endeavors.

**Make Up Work**

The student must complete missed work or exams within five days of an excused absence. It is the students and parents responsibility to make arrangements with the teacher. If a student completes the make up work within the five-day period, he or she will receive credit without penalty. The

**Grading and Reporting Policy**

- Grading Scale
- A 90 -100
  - B 80 - 89
  - C 70 - 79
  - F 69 - below



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Type of Assessment	Weight	Minimum Number per 6 week Period	Examples
Standards-based Instructional Tasks	40%	4	Formative quizzes, classwork, observations with rubric/checklist, labs, tasks with rubrics.
Standards-based Assessment Tasks	40%	2	District Unit Assessments and other summative assessments (constructed response assessments, selected response assessments, reflective assessments), culminating performance tasks, and projects.
Final Exam or End of Course (EOC) Test	20%	(End of Semester or End of Year)	Final Exam or End of Course (EOC) Test

**Note:** The teacher will determine the purpose and category of the learning activity and communicate it to students prior to assigning the activity.

**Opportunities for Extension and Grade Recovery**

**In Class**

NEHS provides Flex Days on every other Tuesday and Wednesday for enrichment or remediation on course standards. Teachers also tailor instruction to meet individual student needs on these days.

**After School**

NEHS provides targeted support in small groups for students who need additional learning after school. After school tutoring will be on Tuesday's and Thursday's from 2:50 p.m. to 4:30 p.m., however this time may vary from teacher to teacher based upon their after school schedules.

In addition, Northeast provides after-school and Saturday School opportunities. Please see below for additional information.

	Days	Time	Purpose
After School	Tuesday/Thursday	2:50 – 3:50	Preparation for Milestones, SAT, ACT, AP, CTAE End-of-Course Pathways and Certifications
Saturday School	See Northeast Calendar	8 a.m. – 1 p.m.	Service learning for PBIS for attendance recovery and alternative discipline resolutions (Saturday's only).  Tutoring for all core and CTAE courses.



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			Preparation for Milestones, SAT, ACT, AP, CTAE End-of-Course Pathways and Certifications
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This syllabus is a tentative outline of this course and may be changed as deemed necessary by the instructor.

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**Cut on the dotted line above. You may keep the top portion of this syllabus.**

I have read and understand the syllabus for Mr. Spivey's class. The Parent and student must sign and return this portion of the syllabus to me as soon as possible. Thanks!

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date