Course Description: In this course, we will follow the curriculum guidelines established by the state of Tennessee and Knox County Schools. The curriculum can be found at [http://www.knoxschools.org/Page/6261](http://www.knoxschools.org/Page/6261). This curriculum will build on what you have learned in your past science courses and help prepare you for future science courses at the high school level. Below, you will find a tentative schedule of the main topics we will study throughout the year (dates subject to change):

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>8/8-8/21 (also embedded throughout year)</td>
<td>Scientific inquiry&lt;br&gt;Lab safety&lt;br&gt;Measurement&lt;br&gt;Scientific models</td>
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<tr>
<td>8/22-9/2 (also embedded throughout year)</td>
<td>Technology &amp; Engineering</td>
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<td>9/5-9/30</td>
<td>Biodiversity &amp; Change&lt;br&gt;-Animal classification&lt;br&gt;-Dichotomous keys&lt;br&gt;-Animal adaptations&lt;br&gt;-Population genetics&lt;br&gt;-Endangered/Extinct species&lt;br&gt;-Relative dating&lt;br&gt;-Fossils&lt;br&gt;-Earth’s geological history</td>
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<tr>
<td>10/3-12/22</td>
<td>Matter&lt;br&gt;-Atomic theory&lt;br&gt;-Mass/Density&lt;br&gt;-Physical vs. chemical changes&lt;br&gt;-Classification of matter (elements, compounds, mixtures)&lt;br&gt;-Atmospheric gases</td>
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<tr>
<td>1/9-3/3</td>
<td>Matter&lt;br&gt;-Periodic table&lt;br&gt;-Chemical equations&lt;br&gt;-Law of Conservation of Mass&lt;br&gt;-Acids &amp; bases</td>
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<tr>
<td>3/6-4/7</td>
<td>Forces in Nature&lt;br&gt;-Magnetism&lt;br&gt;-Electricity&lt;br&gt;-Electromagnets&lt;br&gt;-Gravity&lt;br&gt;-Mass vs weight</td>
</tr>
<tr>
<td>4/10-5/18</td>
<td>TCAP Review&lt;br&gt;TCAP Testing&lt;br&gt;Enrichment/Further Investigations from above topics</td>
</tr>
</tbody>
</table>
EIGHTH GRADE SCIENCE SYLLABUS: 2016-2017

Supplies:

• Binder
• 5 tab dividers
• Pencils
• Black/blue ink pens
• Loose-leaf paper
• Coloring pencils
• Dry erase marker

Resources: In this course we will rely on a variety of resources including, but not limited to:

• Holt Science textbook
• Discovery Education United Streaming videos
• Brainpop.com
• Planet Earth (videos)
• LIFE series (videos)
• Mythbusters/HeadRush (video clips)
• Disney Education (videos)

**If you do not approve of a specific resource listed in this syllabus, please make your request to me in writing and an alternative assignment and/or materials will be provided. The request should include your name, the student’s name, the specific activity/materials in which you do not want your child to participate or to which you do not want them exposed, and the nature of your objection.

Grading: A points-based system will be utilized in this course. The time/effort required to complete an assignment will be considered when determining an assignment’s point value. Generally speaking, tests and quizzes will count more than classwork/homework. **15% of the second semester grade will be determined by the TCAP.**

Classroom Expectations:

1. It is expected that you will follow school and class rules at all times.
2. Please be prompt and prepared for class. When the bell rings, please be in your assigned seat and note the board for the BellRinger activity.
3. Although participation and collaboration is highly encouraged, please be respectful if anyone else is speaking (i.e., do not talk or walk around during teacher instruction or when a classmate is speaking).
4. Your academic progress can be monitored online, and it is your responsibility to address and concerns or questions about your grades in a timely manner. However, please do not rely on Parent Portal as your sole source for turning in assignments—you must listen for teacher instruction and note the board for required assignments.
Discipline: Class discipline will follow the school rules (See student agenda for detailed descriptions). Generally speaking, the following sequence of interventions will occur:

1. Verbal warning
2. In-area referral/Parent contact
3. Team consequence

Severe disruptions: Student will be sent immediately to the office.

Plagiarism: According to the Harbrace Handbook (15th edition): Plagiarism is defined as “presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has be rephrased.” It includes, but is not limited to:

1. Copying verbatim all or part of another’s written work;
2. Using phrases, figures, or illustrations without citing the source;
3. Paraphrasing ideas, conclusions, or research without citing the source;
4. Using all or part of a literary plot, poem, or film without attributing the work to its creator.”

Consequences of Plagiarism: Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either redoing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents will be involved in making the decision.

Notebook: As organization is an integral component of optimal learning, you are required to maintain a notebook (3-ring binder) with all of your work specifically for this class only. Your notebook should be organized by assignment categories. Specifically, it should have five dividers labeled BellRingers, Notes, Labs, Homework/Classwork, and Quizzes/Tests. (You will receive further instruction at the onset of this course). This syllabus will be the first item in your notebook. Notebook checks may serve as daily grades or pop-up quizzes.

Make-up Work: Due to the hands-on nature of this course, attendance is very important for your success in this class. However, the following policies should be followed if an absence is necessary:

1. It is your responsibility to obtain the work you missed during your absence(s) upon returning to school. Please see the make-up work notebook for a detailed explanation of the instruction you missed. This notebook will direct you to another folder to obtain any required handouts. I also encourage you to speak to your classmates about the class you missed. Remember, according
to school policy, for an excused absence(s), you have ten days after the due date to turn in make-up work. **After ten days, you will receive a zero.**

2. Any assignment due on the date of your absence is due the day you return to school. Do not rely on Parent Portal to determine if something was due on the date of your absence, as assignments are not always graded the day they are due.

3. If you miss a test or quiz, it is your responsibility to schedule a make-up with me on the day you return to class.

4. An alternative assignment may be assigned for any in-class hands-on activity or lab you missed.

5. If a daily work or lab assignment has been graded and returned to the class, you will be excused from the grade only when you have completed the assignment (You will then have an excused grade rather than a zero).

**Late Work:** Late classwork, homework, and lab assignments will be accepted until the assignment has been graded and returned to the class. **10% of the assignment’s grade will be deducted for each day that the assignment is late.**

**Class Website:** You may access the class website through Aspen. It will be used to inform you and your parents/guardians of important information such as grades, assignments, tests, presentations, and other information pertinent to this course. Grades will be updated at least once per week. If you have any questions outside of school, please do not hesitate to email me through the Parent Portal or at meghan.fiorella@knoxschools.org.

**Extra Assistance:** I will be available for extra tutoring and to supervise your completion of hands-on before school on Wednesday at 7:30. If you are unable to attend at this day/time, please contact me in advance to arrange another day/time.

**Board Policy:**

The Board affirms that it is essential that the teaching about religion—and not of a religion be conducted in a factual, objective and respectful manner in accordance with the following:

1. Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;

2. The emphasis on religious themes in the arts, literature and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs; and

3. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.