

Freedom High School

Physics

Mr. Noah Cox

Contact info:

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Office hours: to be determined (check schoology for updates)

Course Description:

Physics is a course designed to educate students on the ideas of physics with the inclusion of algebra and trigonometry to deepen understanding. Topics that will be covered will include, but are not limited to, Newton's Laws of Motion, Motion Graphs, Kinematics, and Relativity.

Materials:

- Calculator (if you have one)
- Notebook
- A **charged** Chromebook
- A Chromebook charger
- A Writing Utensil (a pencil)

Assessments – will take place on dates announced ahead of time and consist of multiple choice, short answer, quantitative, and/or free response questions. If you are absent on the day of the assessment, you will take a makeup assessment that is different from the first version.

All assessments will allow for a Reassessment following the guidelines outlined below.

Reassessment Guidelines

In this course, students will be provided a second opportunity to relearn and reassess when their initial summative assessment shows that they did not achieve proficiency. The Bethlehem Area School District defines proficiency as 80%. The most important aspect of the reassessment process is the relearning, so prior to reassessing, students are required to engage in a process of relearning. This may involve completing:

- Past, present, and additional: homework assignments, formative assessments, and classwork assignments
- Additional assignments aimed at relearning and identifying misconceptions.

Students are expected to put forth a good faith effort on the first attempt at the summative assessment, and students who choose not to participate in the relearning process may forfeit the opportunity to reassess.

Grading:

Achievement Grades reflect a student's mastery towards a particular skill or standard, and it represents the summary of assessments that will form the final letter grade for the course.

There are 2 major types of assessments:

- **Summative assessments** make up the achievement grade because they evaluate student learning. Summative assessments can take a variety of forms including, but not limited to tests, quizzes, projects, writing assignments, labs, presentations, etc.
- **Formative Assessments** provide feedback to students and teachers for improvement, to inform instruction, and to monitor student performance. Formative work (which may include worksheets, check-ins, homework, or practice work) will be tracked and assessed in Schoology, but the scores will not be calculated into a student's Achievement Grade. Formative work will be directly related to the content and skills assessed in the summative assessment.

The **Academic Support Factors** consist of engagement and responsibility. Teachers and students will use the BASD rubrics to assess their levels of performance on a regular basis. The reporting of these factors informs students and parents about student progress in developing habits that enable student learning. Academic Support Factors will be tracked and assessed in Schoology, and a noncumulative rubric score of 3, 2, or 1 for each Academic Support Factor will appear on the marking period report card. The grades for the Academic Support Factors do not contribute to class rank or grade point average.

Academic Support Factor #1: Responsibility			
	Class Preparation	Work Completion	Respectful Interactions
3 Meeting	The student <i>consistently</i> : - arrives on time - shows up with all necessary materials (charged Chromebook, notebook, etc.) - removes distractions and is ready to learn when the teacher begins	The student <i>consistently</i> : - submits their own homework/class work by the due date - completes all assignments in their entirety to the best of their ability	The student <i>consistently</i> : - listens carefully and responds thoughtfully to students and adults, with respect for different opinions and perspectives - contributes to the positive interactions within the classroom by using appropriate language and adhering to classroom norms - asks for help when needed
2 Developing	The student <i>frequently</i> : - arrives on time - shows up with all necessary materials (charged Chromebook, notebook, etc.) - removes distractions and is ready to learn when the teacher begins	The student <i>frequently</i> : - submits their own homework/class work by the due date - completes all assignments in their entirety to the best of their ability	The student <i>frequently</i> : - listens carefully and responds thoughtfully to students and adults, with respect for different opinions and perspectives - contributes to the positive interactions within the classroom by using appropriate language and adhering to classroom norms
1 Beginning	The student <i>rarely</i> : - arrives on time - shows up with all necessary materials (charged Chromebook, notebook, etc.) - removes distractions and is ready to learn when the teacher begins	The student <i>rarely</i> : - submits their own homework/class work by the due date - completes all assignments in their entirety to the best of their ability	The student <i>rarely</i> : - listens carefully and responds thoughtfully to students and adults, with respect for different opinions and perspectives - contributes to the positive interactions within the classroom by using appropriate language and adhering to classroom norms

Academic Support Factor #2: Classroom Engagement		
	On-task Behavior	Cooperative Learning
3 Meeting	The student <i>consistently</i> : - remains active and committed during class activities - responds to content-related questions that the teacher poses to the class - chooses to socialize appropriately and helps others to do the same without redirection - focuses during independent work	The student <i>consistently</i> : - fulfills their assigned role and completes their designated part of the project/activity - Integrates their piece of the work into the team's final product - extends and/or enhances another group member's contribution - provides perspective by utilizing accountable talk and referencing their notes or experiences
2 Developing	The student <i>frequently</i> : - remains active and committed during class activities - responds to content-related questions that the teacher poses to the class - chooses to socialize appropriately and helps others to do the same without redirection - focuses during independent work	The student <i>frequently</i> : - fulfills their assigned role and completes their designated part of the project/activity - Integrates their piece of the work into the team's final product - extends and/or enhances another group member's contribution - provides perspective by utilizing accountable talk and referencing their notes or experiences
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Classroom Expectations:

1. Be prepared for class.

- Bring your notebook, Chromebook, writing utensil, current assignments, and calculator to class **EVERY DAY.**
- Be in your seat when the bell rings.
- Look at the board for what the warm-up is for the day.
- Complete all assignments. Do so individually when directed to.
- Have your completed work ready to submit at the beginning of class. Have online work through Schoology submitted before class starts.
 - Make sure your name is on your paper.
 - Be sure to staple multiple sheets together.

2. Be respectful to the teacher, to one another, and to school and personal property.

- Food and drinks are allowed. If you decide to eat/drink, **make sure to clean up after yourself!**
- Turn off and put away cell phones and all other electronic devices unless told otherwise.
- Keep **ALL** work areas clean.
- If class ends before the bell rings, you may **NOT** line up at the door.

3. Be on task.

- Listen to the teacher and follow directions.
- Take part in class activities cooperatively and respectfully.
- Do not interrupt other students if they are asking a question or presenting something.

4. While doing lab:

- Dress appropriately.
- Use equipment properly and return it in working order to its proper location.
- Be safe! While there is no Laboratory Safety manual, use common sense. We will not be blowing stuff up or launching rockets 10,000 feet in the air, but be cautious when using things like, large masses, string, rope, and ramps.

5. Possess a FHS ID badge and display it upon request.

6. When needed, see me for extra help ASAP. I'm happy to help, that's why I decided to become a teacher! 😊

General safety rules to follow during lab:

- Do not wear loose hair or clothing around moving equipment.
- Do not activate any circuit or apparatus until the instructor inspects it.
- Do not set equipment too close to the edge of the table unless instructed to do so.
- Never touch a possibly live circuit and do not touch electrical equipment with wet hands.
- Only use laboratory equipment for the instructional purpose for which they were intended.
- Never look directly in the beam of a laser and light from a lamp used for the experiment.
- Do not short the electrical leads on any equipment.
- Do not take apart any apparatus or piece of equipment.
- Accidents and emergencies must be immediately reported to the teacher. (Emergency call number: 9-1-1)
- Leave your lab station neat, clean and organized at the end of each lab period.

STUDENTS: Please read the following statement and sign below.

I have read the Syllabus and have asked questions if something was unclear to me. I now understand what is required of me. I hereby agree to follow the rules outlined.

STUDENT SIGNATURE: _____

FULL NAME (please print): _____

DATE: _____

EMAIL ADDRESS: _____ @ basdschools.org

PARENTS: Your signature on the line below confirms that you have read the Syllabus and are aware that your child has entered into this agreement.

PARENT SIGNATURE: _____

FULL NAME (please print): _____

DATE: _____

EMAIL ADDRESS: _____