**Syllabus for**

**7th Grade Science**

***Aaron Lashbrook*** Email: [ALashbrook@Richmond.K12.Mi.US](mailto:ALashbrook@Richmond.K12.Mi.US) Contact time 2:30 to 3:30

PHONE (586) 727-7552 EXT 2201 ***(NO PHONE AT THIS TIME)***  
[www.ALashbrook.weebly.com](http://www.ALashbrook.weebly.com)

In 7th grade Science the students will be covering a variety of subjects in order to prepare them for 8th Grade Science as well as future science studies. They will spend approximately the first ten weeks studying Waves in all there forms and all aspects including length, amplitude and power as well as studying those relationships to pitch and frequency in audible waves. Light and lasers will also be studied in the Unit. We will spend about two weeks studying each of the following chapters in the book “*Sound and Light*”.

**#1** Character of Waves **#2** Sound **#3** The Electromagnetic Spectrum

We then will move to the Book titled “*Chemical Building Blocks*” Where the student will study the smallest parts of matter, how matter moves through different states, and their properties in each as well as an introduction to the period table. About two weeks will be spent in each of these chapters.

**#1**An Introduction to Matter **#3** Changes in Matter **#4** Elements and the Periodic Table

In the “*Cells and Heredity*” book we will study cell growth, reproduction and differentiation. We will also look at the passing of traits by the use of DNA chromosomes in genes. Once again it will take about two weeks to get through each of these chapters.

**#1**Cell Structure and Function **#2**Cell Processes and Energy **#3**Genetics:The Science of Heredity **#4**Modern Genetics

They will finish the year with the book “*Weather and Climate*”. They will be asked to do select section from all four chapters including.

**#1** The Atmosphere **#2** Weather Factors **#3**Weather Patterns **#4** Climate and Climate Change

I grade on a total point system, meaning that every assignment is assigned a cretin amount of points. At the end of a grading period all the points are totaled up and that number is divided into the total number of points that were received in that grading period. This can be done at any point even assignment by assignment. EX: A 5 point homework assignment is given and the student receives 3 points. 3 divided by 5 is .6 that is 60% that is a D-. That .6 can them be multiplied by .2 (20%) to get 0.12 practice points. Those practice points will then be added to the assessment points that are calculated using the same formula except (replacing the .2 with .8). This will give you a grade out of 100% at any time during the marking period. Using the above practice points of a 60% (D-) = .12 points, with an assessment grade of 80% (B-) = .64 points, the student will have .12 +.64 = .76 or a 76% C in the class. This will always work by adding up all the practice points the student received and dividing that number by the points they could have gotten and multiplying that answer by .2, and then adding up all the points the student received on assessments and dividing that number by the point total they could have gotten and multiplying that result by .8, and then adding the result of the practice formula to the assessment formula.

In my planning I make the assessments (the final chapter test as well as all chapter quizzes) worth 80% of points, the rest of the points (20%) will come from the “practice” daily chapter work, including homework and projects. This will make assessments worth 80% of the chapter grade. A student will be given the opportunity to make up/redo any chapter tests as long as and only if they have 100% of their “practice” daily work turned in prior to the original test date.

Grading Scale (80% assessments + 20% practice)

100% to 94% = A 93% to 90% = A- 89% to 86% = B+ 85% to 83% = B 82% to 80% = B-

79% to 76% = C+ 75% to 73% = C 72% to 70% = C-

69% to 66% = D+ 65% to 63% = D 62% to 60% = D- 59% and Below = F

**Classroom Rules, Regulations, and Consequences.**

Dear Parents,

The classroom rules and regulations will be in effect at all times. This plan has been developed to allow each student the opportunity to manage his or her own behavior. Your student deserves the most positive environment for learning and growth academically.

***Classroom Rules:***

1. *Follow Directions* the *first* time
2. *Please be respectful and Don’t disrupt* (talk, make noise, get out of seat, etc….) when the teacher or another student is talking or reading.
3. *Stay in your sea*t unless instructed otherwise Exceptions are runny noses.

Use good judgment for sharpening pencils and using the trash can.

1. Reading, writing, or passing notes in class is only a distraction to you and others.
2. Follow all other *SCHOOL RULES* noted in the *STUDENT HANDBOOK*

***Consequences:***

1st Time = Warning

2nd Time = 2 paragraphs signed by parent (it is a very long paragraph)

3rd Time = 5 paragraphs and parent contact

## Severe Disruption will be sent immediately to OFFICE

Paragraphs not turned in the next school day will be doubled

Paragraphs not turned in the second day will result in official school write up

***Students caught destroying or defacing school property***will receive a detention that will consist of 30 min. of cleaning the science lab and or equipment **after school.**

Students are **expected** to bring **planner**, **paper**, **pencil or pen**, and their **book** to class ***every day.***

I have thoroughly covered this plan with your student. I would like the parent or guardian to review the plan so they are aware of the procedure. Please I look forward to working with your student and you this school year.