

# Welcome to 8th Grade Science with Ms. Naylor!



Room: 405

Classroom telephone number: 602-467-6543

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## Topics Covered:

### Physical Science

- Develop and use a model to demonstrate that atoms and molecules can be combined or rearranged in **chemical reactions** to form new compounds with the total number of each type of atom conserved
- Obtain and evaluate information regarding how scientists identify substances based on unique **physical and chemical properties**.
- Construct an explanation on how energy can be transferred from **one energy store to another**.
- Develop and use mathematical models to explain **wave characteristics and interactions**.
- Develop a solution to increase efficiency when **transferring energy** from one source to another.

### Earth Science

- Analyze and interpret data about the **Earth's geological column** to communicate relative ages of rock layers and fossils.
- Obtain, evaluate, and communicate information about data and historical patterns to predict **natural hazards and other geological events**.
- Construct and support an argument about how **human consumption of limited resources** impact the biosphere.

### Life Science

- Construct an explanation of how **genetic variations** occur in offspring through the **inheritance of traits** or through mutations
- Communicate how advancements in technology have furthered the field of **genetic research** and use evidence to support an argument about the positive and negative effects of genetic research on human lives.
- Develop and use a model to explain how **natural selection** may lead to increases and decreases of specific traits in populations over time.
- Gather and communicate evidence on how the process of natural selection provides an explanation of how new species can **evolve**.

**Grades will be based on the following:**

80% - Assessment

20% - Coursework

0% - Practice

**Determining Quarter Grade and Final Grade:** Students, official grades will be in Power Schools, NOT Canvas. Grades will be determined on the students' cumulative earned points and weighted by category. The final (year-end grade) will be based on each of your grades from each of the 4 quarters and will follow the Deer Valley Unified School District's Promotion, Retention, Acceleration and Grading Handbook.

**Assessments:** Summative tests, projects, and quizzes. Teacher given exams can be retaken given the student has attended FLASH and completed any additional coursework the student was assigned, as discussed with the teacher. Assessments may not be taken at home.

**Coursework** (check for understanding): **MUST BE COMPLETED IN CLASS.**  
Independent practice, assignments, exit tickets, checks for understanding, and daily activities.

**Practice (in the process of learning):** This category includes tasks, completed inside and outside of the classroom, that a student completes while in the process of learning specific skills.

**Missing Work:** An assignment is considered as missing work when it is not submitted by the due date. Any missing work will automatically be entered as a 49%.

**Late Work:** There is no penalty for late work as long as it has been turned in within the given time frame. An assignment is considered late work when the assignment is not submitted by the due date that was established, but is submitted within the late work timeframe listed below:

- Assignment is not due within the class period
- Assignment is not a long-term assignment
- Assignment is turned in within 10 school days after the end of the unit and/or within a week of the close of the gradebook.

If students are absent on a date that an assignment is due, the work is expected on the day of the student's return. If a student is on campus, but not in class, the work must still be handed in on time. If a student is absent, the student will have one day for each absence to complete work that was assigned while absent. Science concepts build

upon each other and turning work in late could hinder students' learning of the concepts being taught. This could mean a lower level of understanding of the 8th grade science standards and lower performance on assessments which will affect the overall grade.

*Extra Credit: A student's grade is based on his/her performance of the 8th grade Science standards and therefore no extra credit will be awarded.*

## **Grade Scales**

### **3-12 Grade Scale**

Students in 3rd through 12th grades will receive marks for their proficiency toward the grade level standards using the following scale.

- 4 = Highly Proficient
- 3 = Proficient
- 2 = Partially Proficient
- 1 = Minimally Proficient

Students in 3rd through 12th grades will receive marks for their overall performance in each course of study using the following letter grade scale.

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

Grades of "D" and above are passing marks. A course grade of "F" indicates that the student has failed the course.

## **How can you be successful in Science this year???**

1. Come to class prepared with necessary materials

- ❖ Pencils or pens
- ❖ A charged chromebook
- ❖ A binder

2. Be respectful of yourself, your classmates, school property, district policies and Ms. Naylor at all times.

3. Finish all assigned work. It is YOUR responsibility to finish all work assigned in class. **If a student engages in "off task" behavior and work does not get completed, it needs to be finished at home or it will be graded as incomplete.**

4. **ASK FOR HELP IF YOU DO NOT UNDERSTAND.** Remember, I cannot read your mind. If you do not ask questions, I assume that you understand the material. The only stupid question is the one that goes unasked!

**Additional Help:** Extra help is for students who are engaging in class learning activities but continue to struggle with specific Science objectives. Make sure to always complete ALL assignments, even if they are difficult, and then ask for help in class.

**Suggested Student Materials:**

- **WIRED** Headphones/earbuds to use with the assigned chromebook. Our textbook is computer based, so students will need a means to listen to videos and text to speech without disrupting others.
- **Plenty of pencils and erasers**

\* Please let me know if you need assistance with any of these items. Arizona law requires public schools to provide supplies required for academic success. This list represents optional, supplementary items which you may supply at your discretion.

**Donations:** Please assist the Science Department in providing more hands-on activities for your student! Donations of: paper towels, Clorox wipes, hand sanitizer, 2 liter bottles, rubbing alcohol, hydrogen peroxide, corn syrup, baking soda, vinegar, cornstarch, clay, playdoh and any general classroom materials **WILL BE GRACIOUSLY ACCEPTED!**  
Thank you!

**Canvas (Deer Valley's Learning Management System):** Deer Valley USD uses Canvas to support the district's technology initiative. Designed specifically for K-12 teachers and students, Canvas is an easy-to-use, cloud-based learning management system (LMS) that connects all the digital tools and resources teachers use in one simple place. It integrates seamlessly with hundreds of apps, empowering teachers and students with countless tools to make teaching and learning easier and more engaging. Parents can create a Canvas parent account to observe progress, view Canvas grades and sign up to receive teacher announcements and notifications. Observers can link their Canvas account to their student's account so they can see assignment due dates, announcements, and other course content. Observers can view the course content but cannot participate in the course. When your student logs into Canvas, they should go to "account", then "settings", then "pair with observer" and this will give you a code that you can use to link your parent account with your student's account.

**Cell Phone/Electronic Device Campus Policy:**

Cell phones and other electronic devices are not allowed to be used on campus, unless explicitly directed by a teacher during the course of instruction. All cell phones are to remain off and put away at all times when on campus. Cell phones should not be visible. Student use of cell phones or electronic devices will result in confiscation, and the student may pick up the device during dismissal at the end of the day for the first three violations. Upon the fourth violation, parents/guardians are required to pick up the phone from school. Continuous violations for this expectation may result in discipline in accordance with DVUSD standards. Earbuds or Bluetooth music devices may not be used in class or transition periods for any reason unless directed to by a teacher. A copy of the campus cell phone policy can be found in the student handbook.

### **Academic Integrity Statement**

To be college-, career-, and community-ready, students in the Deer Valley Unified School District are expected to demonstrate academic integrity. Academic integrity is all about being honest and fair in your schoolwork. It means doing work that is entirely your own and giving credit to others (including generative Artificial Intelligence tools) through proper citation when you use their ideas or words. If you have questions about the guidelines for academic integrity, you should discuss them with your teacher.

### **Academic Dishonesty Statement**

Academic dishonesty refers to any action that compromises the integrity of academic work or evaluation processes. This includes but is not limited to:

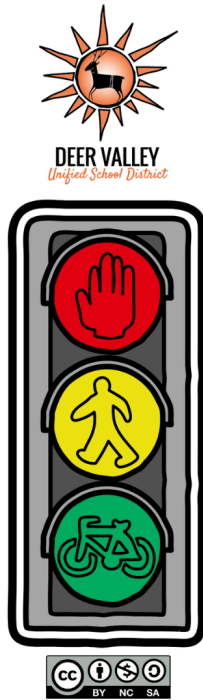
- Copying or stealing another person's work or data (plagiarism);
- Allowing another person to copy one's work;
- Doing another person's classwork;
- Creating more than one copy of one's work for distribution;
- Providing another person with the answers on tests or quizzes;
- Noncompliance with teachers' test-taking procedures;
- Unauthorized copying or development of software; and
- Unauthorized use of generative Artificial Intelligence.

Consequences for instances of academic dishonesty range from a conference and loss of credit (student will be given another opportunity to show mastery of learning) up to a 5-day suspension and loss of credit.

### **Artificial Intelligence**

In the Deer Valley Unified School District, we are committed to providing our students with an extraordinary education while ensuring their safety, privacy, and well-being. As part of our ongoing efforts to enhance learning experiences, teachers may incorporate generative Artificial Intelligence (AI) in the classroom for use by students.

Students must adhere to the specific guidelines provided in the assignment details. If no explicit guidance is provided regarding the use of generative AI, students are expected to follow the “restrictive” level outlined in the [Student Use of Generative AI chart](#). If a student is unsure whether a tool or website is permitted, they should contact the teacher before using the resource or submitting their work.



## Student Use of Generative AI

Level	Description	Example Instruction
<b>Restrictive No!</b>	AI tools are prohibited for the assignment, and all work must be the student's original creation.	"Do not use AI tools for this assignment. All content must be original, and any use of AI will be treated as plagiarism."
<b>Moderate Whoa!</b>	Students can use teacher-approved AI tools from the district list for specific parts of their assignments, such as brainstorming or initial research, but the core content and conclusions should be original. Proper citation is required for any AI-generated content.	"You can employ AI tools to assist brainstorming or initial research, however the main content, arguments, and conclusions should be your own."
<b>Permissive Go!</b>	Students can use teacher-approved AI tools from the district list to assist in their assignments, such as generating ideas, proofreading, or organizing content.	"You may use AI tools as you see fit to enhance your assignment and demonstrate your understanding of the topic, however proper citation is required for any AI-generated content."

Adapted From: Code.org, CoSN, Digital Promise, European EdTech Alliance, Larimore, J., and PACE (2023). AI Guidance for Schools Toolkit. Retrieved from [teachai.org/toolkit](https://teachai.org/toolkit). [2004].

**Consequences for not following expectations and policies:** Students that are not following our class expectations will be given a warning. If a student chooses not to correct their behavior after receiving a warning consequences will be assigned. Consequences could include being removed from class, lunch detention, an after-school detention, or referral to administration. If a consequence is assigned you will be notified.

In addition all DVUSD and Desert Sky policies will be followed (gum, hats, phones, etc.) Consequences for not following expectations will be in alignment with Desert Sky policies. Please see your Student Handbook for more information.

Ms. Naylor follows the DSMS Policies and will assign consequences based on the Behavior Matrix.

**Plagiarism:** All tasks should be completed by the student. Any practice and/or assessment that has been plagiarized (copied) from any source i.e. apps that give answers, other students, or the internet may receive consequences as noted in the district policies and the student may have to complete an alternative task to demonstrate his/her knowledge. This includes getting answers from others off of social

media applications. Turning in work that is NOT your own IS plagiarism. Cheating or plagiarizing on any assignment/assessment will result in an “F”.

**Labs:** Failure to follow lab rules will result in immediate removal from the classroom/lab. If a student is removed from lab activities two times, they will lose the privilege of participating in labs and will be sent to another classroom with an alternative assignment.

**State Testing:** 8th grade science students will take the AZSci assessment during the second semester. This test covers science standards from 6th, 7th, and 8th grade. Students will be prepared for the exam throughout the year through both direct instruction and embedded practice. Daily activities such as bell work, readings, data analysis, and graphing exercises are intentionally designed to support their success on the AZSci.

**Course Outline:** Please note: The pacing and sequence of units are subject to change based on student needs and instructional priorities.

- Unit 1: Genetics – 8 weeks
- Unit 2: Natural Selection – 6 weeks
- Unit 3: Chemical Reactions and Matter – 5 weeks
- Unit 4: Chemical Reactions and Energy – 4 weeks
- Unit 5: Light and Matter – 3 weeks
- Unit 6: Sound Waves – 4 weeks
- Unit 7: Natural Disasters – 3 weeks

We use OpenSciEd curriculum in 8th grade science. OpenSciEd is designed to engage students through hands-on exploration and collaborative learning. This inquiry-based approach can be challenging at first, as it may differ from more traditional methods. We encourage students and families to be patient and persistent. Full participation is essential for students to gain the most from this experience.

## **Student and Parent Acknowledgement**

**You can view the syllabus on Canvas and the school webpage.**

**Please sign and return this page to Ms. Naylor by Friday, August 8th.**

Student and Parent Acknowledgement

I understand...

- It is my duty to come to class prepared with necessary materials
- I am to be respectful of myself, my classmates, school property, district policies and Ms. Naylor at all times.
- Grades will be based on tests, quizzes, classwork, lab notebooks, and projects.
- Finishing all assigned work is MY responsibility—if I engage in “off task” behavior and my work does not get completed, then it must be completed at home or it will be graded as unfinished.
- Multiple acts of defiance, disruption, disrespect will result in disciplinary action by Ms. Naylor and/or administration according to the school and district discipline policies in the handbook.

**Student**

I, \_\_\_\_\_ (student name), have read and understand the syllabus and agree to follow the policies and procedures set forth by Ms. Naylor.

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_

**Parent/Guardian**

I am the parent/guardian of the aforementioned student and have read and understand the syllabus and policies regarding grading and behavior. I understand that I may contact Ms. Naylor via email or telephone with questions, comments or concerns about my child.

Parent/Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

Parent email: \_\_\_\_\_ Phone: \_\_\_\_\_

Is there anything you'd like me to know about you/your student as we begin this school year?

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