



# Earth Systems Syllabus 2017-2018

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## Course Description:

The Earth Systems Georgia Standards of Excellence are designed to continue student investigations that began in K-8 Earth Science and Life Science curricula on the connections among Earth’s systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth’s landscapes, ecology, and resources. These standards engage the students in constructing explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth’s geologic record, weather and climate, and the history of life on Earth. Instruction should focus on development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences. The Georgia Standards of Excellence can be reviewed at the following website (GSE – <https://www.georgiastandards.org/Georgia-Standards/Pages/Science.aspx> ) The Literacy Standards for both Reading and Writing in Science will be incorporated on a daily basis. These standards can be located on the website [https://www.georgiastandards.org/Georgia-Standards/Pages/CCGPS\\_Literacy.aspx](https://www.georgiastandards.org/Georgia-Standards/Pages/CCGPS_Literacy.aspx) .

**Textbook:** Earth Science: Prentice Hall by Tarbuck and Lutgens 2009. **Replacement Cost: \$71.00 (Class Set)**

**Required Supplies:** See course start up memo provided in class. .

## CLASSROOM RULES:

1. Obey ALL school rules.
2. Be polite and respectful always. **Listen when someone else is talking.** Respect other’s property.
3. Be prompt, prepared (with required materials), alert and ready to learn. Follow all class/lab procedures.
4. Unacceptable behavior during a lab or class activity will result in a grade of ZERO for that activity.
5. **ABSOLUTELY No food or drinks** during laboratory exercises may be consumed in the classroom.
6. Chromebooks are to be charged daily and **only used when given permission, otherwise use will result in detention.**



## CLASSROOM PROCEDURES:

**1. Student Responsibility:** You are expected to be respectful towards your teacher, classmates and the property of others. Correction of student misconduct will be according to Northview High School and Fulton County policies.

### **2. Grading Procedure:**

**Tests/Projects: 30% Labs: 20% Quizzes: 20% Formative Assessments (Homework / Classwork): 15% Final Exam: 15%**

**3. Grading Scale:** A= 90 and above B= 80-89 C=70-79 F= 69 and below

**4. Tardy Students:** Students **must be in their seats** and ready to work when the bell rings.

Students are expected to be in class and ready to begin work **before** the tardy bell sounds. Upon the **first tardy** to any class during a six-week grading period, students will receive a written reprimand. Repeated tardiness to the same class will result in assignment of the following consequences.

- 2<sup>nd</sup> tardy.....one day private detention with teacher
- 3<sup>rd</sup> tardy .....referral to administrator and two days public detention
- 4<sup>th</sup> & subsequent tardy.....referral to administrator and one day Saturday Opportunity School

Tardies accumulate throughout each six-week grading period. At the start of each new six-week grading period, the tardy count restarts.

**5. Leaving the Room:** Students must use the time between classes to take care of personal matters. No student may leave the room during the first & last 10 minutes of class. **No lining up at the door before the bell rings.** A pass is **required** to leave the room.

**6. Student Participation:** Students are expected to pay attention and contribute to class discussion, activities and labs. This includes taking notes. Be an active learner. Do not be afraid to ask questions! If you don’t understand something, please make arrangements to come in for help.

**7. Honor Code Policy:** As explained in the student handbook, cheating is defined as “the giving or receiving, in any form, information relating to a gradable experience.” Violations of the honor code will result in a zero for the assignment, plus an honor code violation form placed in the student’s disciplinary file. Read the handbook carefully to fully understand what constitutes a violation. The Honor Code policy will be strictly enforced.

**8. Formative Assessments:** Homework and Classwork will be assessed regularly. It may be graded based on accuracy or at times for completion/effort. Classwork is comprised of activities that we do in class but are not labs. **In addition to assigned homework, students are expected to use class time allotted to complete any textbook assignments.**

**9. Late Work:** All work is due at the beginning of class on the date that it is due. Any work received after that is considered late homework. It will be accepted for **up to 50% credit** up until the unit test date. Labs and projects will be accepted late for a penalty of 10% each day.

**10. Make-up Work:** You are responsible for making up all missed work. You will have 1 day per excused absence day to make up the work.

**Labs, tests and quizzes must be scheduled promptly with the teacher upon return. You will have 1 week to make-up any missed labs** unless there are verifiable, extenuating circumstances. Assignments issued prior to the absence, including tests and quizzes scheduled for the day of return, are due upon the student's return. An excused absence makes the student eligible to receive full credit for making up the work missed. Extracurricular activities are not a legitimate excuse for not having time to do make-ups. Failure to make up a test or lab results in a grade of zero. **Make-up work is to be signed in and placed directly into the designated binder located on the teacher's desk.**

**11. Missed Work:** There will be a "Missed Work" folder location in the room. I will place a copy of the weekly agenda, listing activities homework, and any handouts for each day in the designated location. **It is your duty to check the location and get the material (notes, homework, handouts) that you missed.** A good idea is to have a "study buddy" to copy notes from and keep you informed or see me before school.

**12. Quizzes and Tests:** Scheduled Quizzes will be given to assess the level of student's understanding. There will be a test after the completion of every chapter or unit. Lab Performance Assessments and projects will be counted as a test or quiz grade.

**13. Notebooks:** Notebooks will include the syllabus, handouts, notes, labs, class work, homework, and quizzes/tests. Please save **all** your work to study for your **cumulative** final exam.

**14. Lab Experiments:** Responsible lab behavior is expected of all students. Lab equipment is shared among all classes, so you will be responsible for paying for the replacement of any lab equipment that you may break. Splash goggles and closed-toed shoes are required for ALL labs involving *chemical* use.

**15. Help Sessions:** Extra help is available before/after school. Please see your teacher to arrange a mutually agreeable time.

#### **16. Fulton County Policy – Provision for Improving Grades**

Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester. Teachers will determine when and how students with extenuating circumstances may improve their grades.

#### **Recovery Policy**

1. Recovery is for students who, despite a conscientious effort and communication with their teachers, have failed to demonstrate satisfactory understanding of course standards. It is not for the student who has been failing for many weeks and then wishes to recover during the final days of the course. Opportunities for students to recover from a 74 or below *cumulative* average will be provided when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements. *Students who have not attempted to complete all course requirements are not eligible for recovery.*
2. Students may initiate recovery on major assessments starting with the second major assessment of the semester as long as they have made a legitimate effort to meet all course requirements including attendance. Unexcused absences may prevent this opportunity. So that students stay focused on the content at hand and don't become overwhelmed and fall too far behind, they must initiate recovery on a major assessment within five school days of being informed of the grade on that assessment. Recovery work must be completed within ten school days prior to the end of the semester. The nature and type of recovery assignment is given at the discretion of the teacher.

**17. Progress Reports:** Progress reports will be issued every six weeks. Parents/guardians may access their children's assignments, grades, attendance, and discipline records via **Home Access Center**. Please visit [www.northviewhigh.com](http://www.northviewhigh.com).



## 2017 Course Objectives GEORGIA STANDARDS OF EXCELLENCE

GSE	UNIT Title	Standards/Topics/Content	Material covered in Chapter/ Section(s).	Timeline
UNIT 0	Basic Skills Review	Course overview /Textbook Introduction, Safety and Basic Skills Review Metrics MAPS, Crosscutting and Lab report templates	Prior knowledge /class notes 1.3/1.5	2 week
SES1	The History and Origin of Earth as a System.	<p><b>SES1. Obtain, evaluate, and communicate information to investigate the composition of Earth systems, including the Earth's place in the solar system.</b></p> <p>a. <b>Construct</b> an explanation of the origins of the solar system from scientific evidence including the composition, distribution and motion of solar system objects. (Clarification statement: Include the nebular hypothesis in this element.)</p> <p>b. <b>Ask</b> questions to evaluate evidence for the development and composition of Earth's early systems, including the geosphere (crust, mantle, and core), hydrosphere, and atmosphere. (Clarification statement: Include differentiation by density of Earth into crust, mantle, and core in this element.)</p> <p>c. <b>Develop</b> a model of the physical composition of Earth's layers using multiple types of evidence (e.g., Earth's magnetic field, composition of meteorites and seismic waves). (Clarification statement: Earth's layers include crust, mantle, inner core and outer core.)</p>	Chapter(s) 1.1, 1.2, 1.4, 3.1, 5.2, 6.1, 8.4, 12.3, 22, 23.1, 23.3-23.4, 24.2 and 25.3*	4 week(s)
SES2	Earth's Geologic Features, Landforms Hazards and materials	<p><b>SES2. Obtain, evaluate, and communicate information to understand how plate tectonics creates certain geologic features, landforms, Earth materials, and geologic hazards.</b></p> <p>a. <b>Construct</b> an explanation that describes radioactive decay as the source of energy that drives plate tectonics through the process of convection.</p> <p>b. <b>Develop</b> and use models for the different types of plate tectonic settings (convergent, divergent, and transform boundaries). (Clarification statement: Include subduction zones, continental collisions, rift zones and ocean basins.)</p> <p>c. <b>Construct</b> an explanation that communicates the relationship of geologic features, landforms, Earth materials, and geologic hazards to each plate tectonic setting.</p> <p>d. <b>Ask</b> questions to compare and contrast the relationship between Transformation processes of all rock types (sedimentary, igneous, and metamorphic) and specific plate tectonic settings. (Clarification statement: The plate tectonic settings to be considered here are continental collision, subduction zone, mid-ocean ridge, transformation fault, hot spot, and passive zone.)</p> <p>e. <b>Construct</b> an argument using multiple forms of evidence that supports the theory of plate tectonics (e.g., fossils, paleomagnetism, and seafloor age).</p>	Chapters 3.2, 3.4.1, 8.1-8.3, 9.1-9.4, 10.1-10.3, 11.1-11.3 *	6 weeks
SES3	Sculpting Earth's Surface	<p><b>SES3. Obtain, evaluate, and communicate information to explore the actions of water and gravity as they relate to landscape change.</b></p> <p>a. Plan and carry out an investigation that demonstrates how surface water and groundwater act as the major agents of physical and chemical weathering.</p> <p>b. Develop a model of the processes and geologic hazards that result from both sudden and gradual mass wasting.</p> <p>c. Construct an explanation that relates the past and present actions of ice, wind, and water to landform distribution and landscape change.</p> <p>d. Construct an argument based on evidence that relates the characteristics of the sedimentary materials to the energy by which they were transported and deposited.</p>	Chapter(s) 3.3, 5.1-5.3, 6.1-6.3, 7.1, 7.3 and 23.2*	5 weeks
		<b>Review and SEMESTER EXAM (15% of Grade )</b>		1 week



