**Honors Earth & Environmental Science**

**Phillip O. Berry Academy of Technology**

**Instructor:** Jessica Northrup

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**Office Hours:** Room #250; After School Tuesdays & Thursdays until 3:30pm.

**Course Description**:

Welcome to Earth and Environmental Science! This is going to be a very exciting, hands-on and interactive course where you will be exploring the Earth’s systems and Earth’s role in the Universe daily through many labs, activities, and demos. Earth and Environmental science is very relevant in the world around us, and it is my hope that by the end of this course you will have a deeper understanding of global issues and that you will be able to identify, analyze, and examine solutions for earth and environmental problems that could affect our lives.

**Essential Standards:**

**➢** Explain the Earth’s role as a body in space (1.1)

➢ Explain how processes and forces affect the lithosphere (2.1)

➢ Understand how human influences impact the lithosphere (2.2)

➢ Explain the structure and processes within the hydrosphere (2.3)

➢ Evaluate how humans use water (2.4)

➢ Understand the structure of and processes within our atmosphere (2.5)

➢ Analyze patterns of global climate change over time (2.6)

➢ Explain how the lithosphere, hydrosphere, and atmosphere individually and collectively affect the biosphere (2.7)

➢ Evaluate human behaviors in terms of how likely they are to ensure the ability to live sustainably on Earth (2.8)

**Big Goal:**

Success in this course is defined by reaching the “Big Goal.” Throughout the semester, my aim is for each POB scholar to reach 85% or higher on all assessments. Students have the opportunity to retake any quiz or exam after school.

**Course Topics:**

Scientific Method, Astronomy, Lithosphere, Human Influences on Lithosphere, Hydrosphere, Humans Use of Water, Atmospheric Structure and Processes, Global Climate Change, Collective Effects on Earth’s Biosphere, and Human Sustainability Efforts

**Honors Classes:**

The difference between honors and standard courses in Earth & Environmental Science is the honors project. In addition to rigorous curriculum, honors students are required to complete one (1) semester-long, independently led, research-based assignment resulting in a product and presentation (detailed information, rubrics, and deadlines to follow). This project requires the integration of learned knowledge with the addition of new material obtained individually through research.

**Honors Project:**

These course-based projects will give students the opportunity to delve deeper into their Earth and Environmental content. The project topic is based upon students’ interest on a specific scientist. Students will research a scientist and create a three-minute presentation arguing why their scientist should be voted into the classroom’s hall of fame. This project will require students to make a claim and support their argument with evidence based upon the scientist’s life and significance. More detail with be released early September 2014.

**Classroom Rules for Conduct:**

1. Come to class on time and prepared

2. Stay seated unless otherwise directed

3. Food and electronics are prohibited

4. Follow directions the first time

5. Encourage peers; Do Not inhibit anyone from learning

**Consequences:**

1. Redirection via private intervention.
2. Last to leave (private conversation at the end of class)
3. Hall Conference (private conversation in hallway during class- severe behavior would require this intervention)
4. Behavior Reflection on Blue Paper- I will deliver this paper to student after they broke the rule or procedure for the second time. This signifies I will be calling home.
5. Student continues to break the rule = detention for 30 minutes on Thursdays
6. Chronically defiant & disrespectful- administrative referral

\*\*Severity Clause: Outwardly defiant- Security & Time Out. Phone call home\*\*

**Class Attendance Policy:**

Students who have been absent more than ten (10) days per semester for any class, exclusive of doctor certified illness, suspension, approved school activity, certified court appearance, recognized religious observance, college visits approved in advanced by the principal, and the death in immediate family, shall receive the grade of F for the that grading period based on CMS Regulation. Students missing more than forty-five (45) minutes of class due to arriving late or leaving early will be marked absent. If a student misses ten (10) or more days, it is expected they have a conversation with Ms. Northrup about staying after school for recovery. Every minute spent after school for tutoring can be used to replace time missed during class. Please ask Ms. Northrup or Ms. Duren, our attendance administrator, in the main office for more information.

**Bathroom Policy:**

Philip O. Berry Academy policy prohibits any students from leaving the classroom in the first and last fifteen (15) minutes of class so please do not ask. For the remainder of class, students may go to the bathroom a maximum of three (3) times throughout the quarter. On the first day, students will receive a handout with three globes, which will remain in their interactive binder. When a student would like to use one of their three opportunities, they are to raise their hand with their middle finger crossed over their pointer finger to indicate the desire to use the restroom. Students will date, sign and then receive my signature or stamp representing they have used that particular globe. If students do not use all three bathroom passes within the quarter, I will assign extra credit for each globe. Students will only be allowed to go to the bathroom during independent practice, which is usually the last piece of our lesson.

**Homework Policy:**

Daily and long-term homework will be assigned at the discretion of the teacher. Ms. Northrup will announce homework assignments after the Do Now warm-up assignment in the beginning of class. It is expected students will write it in the Reminder section of the EES Week Sheet.

**Tardy Policy:**

Tardiness is defined as students not being in the classroom when the late bell rings. Students will be required to sign the Tardy Log upon entering class.

Consequences

1st time- sign in

2nd time- sign in & call home

3rd time- sign in & detention on Thursdays

4th time- sign in & referral

\*\*All consequences will be documented in Power School\*\*

**Late Assignments Policy:**

Late assignments will be penalized on a weekly scale. Assuming the assignment meets 100% of the requirements, students will receive following credit on the assignment:

1st week after due date: 89 %

2nd week after due date: 82 %

3rd week after due date: 75 %

\*\*For excused absences, students will have five (5) days to turn any missed assignments without penalty.

**Textbook**: Prentice Hall Earth Science, Tarbuck and Lutgens, 2006

**Resources, References and Supplies:**

1. ”3-Ring Binder
2. Pencils and/or Pens (Students are expected to have a writing utensil available for class *at all times*)
3. Glue Sticks & Scissors
4. Coloring Supplies
5. Box of Kleenex

P**arking Lot:**

Since Earth & Environmental Science is only a semester long course, time is of the essence. In order to stay on track, students may be directed to write their questions on a post-it note, which I will make available, and post it on our class “parking lot.” It is my goal to answer the questions the following FRIDAY in class after discussion of the Do Now. I you would like to help let me know.

**Interactive Binders:**

Since we cannot provide every ninth grade POB student a textbook, and to build accountability and organizational skills, students will create an interactive binder with all the necessary information to be successful in this course. Most of the binder will consist of teacher handouts, labs and notes; it is the student’s responsibility to be accountable for every page of the binder. A table of contents (TOC) will assign a page number to each document. It is the responsibility of the student to ask a fellow classmate to copy a page of the binder if a student lost or misplaced a document. I will not have extra handouts. In a worst-case scenario and a student lost their binder, it is their responsibility to make an entirely new binder. Students will be graded upon their organizational skills, completion of the work within the binder, effort, and enthusiasm for earth and environmental science. A rubric will be provided in detail before the first notebook check.

**Grading:**

Formal assessments comprise 70% of a student’s grade in EES, which consist of Tests, Quizzes, Projects and Lab Reports.

Informal assessments will count as 30% of a student’s grades, which will be counted as Class Work, Homework, Warm Ups and Participation.

\*Final exam is 25% of your final grade, which is combined with 3rd and 4th quarter grades, as mandated by CMS.

CMS Grading Scale:

A 93 above

B 85-92

C 77-84

D 70-76

F 69- below

**Teacher Introduction & Background:**

My name is Ms. Northrup; I am honored to have the pleasure to teach your student the mysteries behind our earth and environment this semester. I am privileged to continue my third year in the classroom at Philip O. Berry Academy of Technology. I very recently relocated to Charlotte, which I am excited to explore and become more familiar with the Charlotte area. Even though I have lived in Charlotte for a short amount of time, I am already a fan of the many things to do, specifically the White Water Center, as I enjoy being outdoors and kayaking.

I am originally from Rochester New York, which is close to Niagara Falls. In 2011, I graduated with a Bachelors in Biology from the University of Rochester. College is an invaluable experience I will relentlessly encourage my students to begin. It was a limitless opportunity and I am very fortunate to say I had an once-in-a-lifetime chance to study abroad in Paris France. College also granted the opportunity to learn biology extensively, where I discovered my true passion in the sciences: ecology. This specifically evolved during my experience in a hands-on lab course, which focused on conducting a field study of an old growth forest. I believe truly genuine learning comes from actively applying the knowledge you have learned.

I realized I wanted to become a teacher my second year of college while working in Jumpstart, an Americorps program, which involved a team of college students traveling into kindergarten classrooms to work one-on-one for ten-hours a week. I immediately took to the face pace of working with children and quickly began thinking of how to solve the mysterious puzzle of how to teach someone, particularly science. Jumpstart prompted me to other programs working with students, such as, working at a 4H summer camp and chaperoning sixty students during a trip to Washington D.C. to visit the local college campuses.

I began my teaching career through TEACH Charlotte, which is an alternative teacher preparation program. I interned during the summer of 2012 as I taught biology at West Mecklenburg High School. From numerous observations, assessments and evaluations, I successfully completed the requirements for my certification with The New Teacher Project, the parent organization of TEACH Charlotte. Only after being designated an effective teacher will I be awarded my teaching certification.

I look forward to meeting you and teaching your student this semester. Please do not hesitate to contact me by phone, email, or in person. You and I both have the same goal: **guaranteeing your student’s future success**. Thank you for entrusting me with you child.

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Please sign and date below to acknowledge that students and parents have read and understand the information contained in this syllabus. Cut this piece out and return to Ms. Northrup by Friday September 5th 2014 for a Homework Grade.

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| Student Name (print) | Date | Parent/Guardian Name (print) |
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| Student Signature | Date | Parent/Guardian Signature |
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