



## Environmental Systems

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### Conference Period: 3rd

**Tutoring Opportunities: 8:30-8:50 W, Th, 3<sup>rd</sup> or 5<sup>th</sup>-make appointment M-F**

### Class Materials:

- Holt McDougal Environmental Systems, Student ed. 2013
- my.hrw.com
- Notebook (Composition or Spiral or 3-ring with paper)
- **Canvas, on-line book resources via my.hrw.com**
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Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

### Course Description:

Environmental Systems is a focus on the study of the environment with emphasis on ecology and natural resources. Topics include local environmental systems, source and energy flow, relationship between carrying capacity and changes in population and ecosystems; and environmental changes. Students will study a variety of current topics that revolve around people and society, including cultural perspectives and balance of nature

### Course Goals:

Students who complete this course successfully will be able to:

The learner will demonstrate three types of learning cycle scenarios: descriptive, empirical-inductive, and hypothetical-predictive. (Lawson, 1985). He/She will be **highly engaged** in their learning processes and will be able to apply their learning to real-world predictable and unpredictable situations. The learner will show evidence of **relevance and rigor** by showing proficient and exemplary skills through thoughtful work, higher level thinking, and by oral responses demonstrating their knowledge and comprehension of Environmental Science. (ICLE, nd).

- The learner will demonstrate understanding of **scientific thinking** in journals/notebooks.
- The learner will demonstrate CER writing skills. **Claim, Evidence, Reasoning.**
- The learner will demonstrate and use **AVID** strategies.
- The learner will demonstrate appropriate **scientific writing** by using **APA style**.
- The learner will be exposed to **higher levels** Bloom's Taxonomy: **evaluation, synthesis, analysis, application, comprehension, and knowledge.**
- This course will also help to explore ways to implement **S**afety, **R**espect and **R**esponsibility to all students to help make them **better citizens** of our community and environmental impact.

### Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student’s conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

**Assignments, exams, expectations outside of the classroom:**

Assignments will be completed via my.hrw.com, Canvas, hand-outs and other forms of educational delivery.

**Attendance/Tardy Policy/Make-Up Work:**

**EMS-ISD policy will be followed. Absent/make-up: time equal to days absent +1. If you are a student athlete, you are expected to get your work in advance and turn in on time. Contact me via e-mail for absent work if absence(s) is excessive, etc.**

**Classroom Expectations:**

**Be in class on time. Have your homework and materials ready. Phones will be put away either in the hang-up or out of site in backpack. Phones are not allowed to be out unless given permission from teacher. Stay in seat until the bell rings for dismissal.**

**Preliminary Schedule of Topics, Readings, and Assignments**

Earth Systems & Resources, The Living World, Population, Land and Water Use, Energy Resources and Consumption, Pollution, Global Change. We will enhance the learning of the topics via text, books, research, articles, reports, labs, activities and handouts.

**Academic Integrity:**

Academic integrity values the work of individuals regardless if it is another student’s work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.