

Environmental Science Studies A Syllabus and Class Guidelines

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Mondays after school@3:45-4:45PM

Supplies:

♦ Chrome book/laptop (every day), A Spiral/composition Notebook (your Science Journal), Pencil, black or blue ink pen

Grading/RUBRIC: Equitable Grading Practice (EGI) and Growth Mindset

In order to accommodate student diversity in learning, I will be using an EGI Approach to grading. The key components of this Grading system are:

- 1. Grades will be determined solely on achievement of course/grade-level standards. rubrics will be used to provide student feedback throughout the course (not just points or percentages).*
- 2. Students are not expected to have immediate mastery but are expected to show progress through the course.*
- 3. Students will have multiple opportunities to show what they know and understand. Re-take opportunities and revisions are available to improve performance.*
- 4. In order to receive a rubric score in any particular learning target, the most consistent or recent score will be used. For example, if you score a 1, 2, 2, 3, 2, your score would be a "2."*
- 5. Student attendance, work habits, behavior, and cooperation will be reported separately.*



Fall 2023



Welcome to Environmental Science
Studies A class.

The major purpose of this course is to develop student understanding of the relationships among biotic and abiotic environmental factors, contemporary societal needs, evolving technology, and economic considerations. Field and laboratory investigations allow students to collect and analyze data, extrapolate and project regional factors, study trends, or problems that focus on environmental issues.

Environmental Studies A may be used as an elective for District graduation requirements. It meets one year of the University of California 'g' requirement for an elective course.

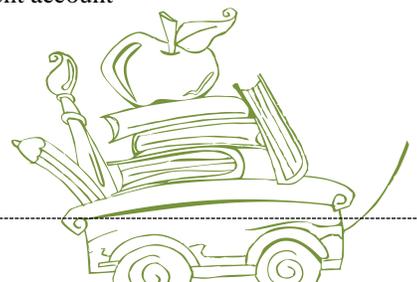
Behavior Expectations

We will discuss what these rules "look like" in class:

1. **RESPECT** yourself, others, and the campus.
2. Be **DEDICATED** to one's studies.
3. Be **HONEST** and demonstrate **INTEGRITY**.
4. Maintain **HEALTHY RELATIONSHIPS**.
5. **COMMUNICATE** appropriately
6. Be **Responsible**. Follow school and classroom rules and behavior expectations.

Resources and other Online Accounts:

- Tree Troopers Eco Club Membership
- Schoology (student and parent account) (lms.lausd.net)
- Quizlet.com student account



Grading: RUBRIC OVER ALL GRADES

complex process, phenomenon, or concept; provide an accurate summary of the text.

4	Mastery/Advanced	The student demonstrates complete and detailed understanding of the learning target. The student has earned 81-100% of the Essential Knowledge/Skills
3	Proficient Learners	The student demonstrates considerable understanding of the learning target. The student has earned 61-80% of the Essential Knowledge/Skills.
2	Basic Proficient	The student demonstrates incomplete understanding of the learning target. The student has earned 41-60% of the Essential Knowledge/Skills.
1	Limited Proficient/beginning	The student demonstrates very little understanding, or has multiple misconceptions about the learning target. The student has earned 21-40% of the Essential Knowledge/Skills.
0	Not yet Proficient/No Evidence of Proficiency	The student does not demonstrate understanding of learning targets OR Student does not submit assignments. The student has earned 0-20% for no to very minimal evidence of the Essential Knowledge/Skills.

FINAL ACADEMIC GRADE:

- A- Demonstrate Mastery/Advanced(4) in at least 75% of the learning targets and nothing less than 3
- B- Demonstrate Proficiency (3) in at least 75% of the learning targets and nothing less than a 2
- C- Demonstrate at least Basic Understanding (2) level in all/majority of the learning targets
- D- Demonstrate at least Beginning (1) level in all/majority of the learning targets
- F. Demonstrate that a few or none of the Learning Targets are achieved with at least Beginning/Limited Proficient (1) level.

**ENVIRONMENTAL SCIENCE
LEARNING TARGETS**

SCIENCE VERTICAL THREAD	
LT#1	INQUIRY/Engage in Scientific Questioning: I can plan and carry out a controlled experiment to collect, analyze, and communicate data to serve as the basis for evidence.
LT#2	DEVELOPING and USING MODELS: I can develop and use model based on evidence to predict and show relationships and showing solution to problems. • I can recognize the usefulness and limitations of models and theories as scientific representations of reality.
LT#3	CLOSELY READING: -I can cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. -I can determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a

LT#4	BACK IT UP: -I can write arguments focused on discipline-specific content using valid reasoning and relevant and sufficient evidence.
LT#5	Earth, Scientific Method and Ecological Interactions • I can explain how scientific knowledge and technology affects society and the environment. • I can explain the positive and negative impacts of human intervention upon both physical and biological environmental processes.
LT#6	Investigating Science-based and Societal Issues: -I can Evaluate and recognize the impact of environmentally related social issues. - I can investigate a societal issue by researching literature, analyzing data and communicating findings and discuss possible future outcomes.
LT#7	Matter and Energy in the Ecosystem: • I can distinguish between conservation and preservation and evaluate conditions under which each is a more appropriate action. -I can use data to compare and contrast the relationship of environmental needs to human impacts within a variety of biotic and abiotic systems.
LT#8	LAHSA OUTCOME/ Linked Learning Project Innovation: LAHSA grads creatively employ a set of pathway skills to execute an artistic vision. Citizenship: LAHSA grads contribute to the global and local community as culturally aware and informed citizens and leaders Communication: LAHSA grads clearly articulate complex ideas in multiple ways. Critical Thinking: LAHSA grads strategically and systematically solve problems through data-analysis and inquiry. Collaboration: LAHSA grads maintain accountability within the dynamics of a team. Professionalism: LAHSA grads independently set goals and implement a plan and reflect on their current academic and post-secondary goals and persistence.

BEHAVIORAL MARKS:

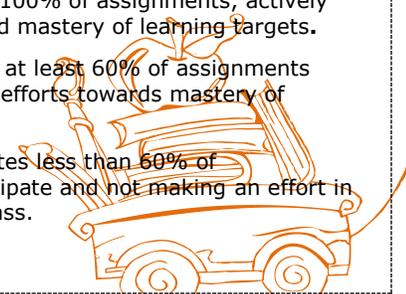
Attendance, work habits, and cooperation will not be counted towards the final grade, but will be assessed separately every 5-week grading period.

WORKHABITS

Excellent(E)-Completes 80-100% of assignments, actively participate, and works toward mastery of learning targets.

Satisfactory (S)-Completes at least 60% of assignments with active participation and efforts towards mastery of learning targets

Unsatisfactory (U)-Completes less than 60% of assignments, does not participate and not making an effort in improving performance in class.



COOPERATION

Excellent(E)- Follows all classroom procedures and behavior expectations consistently. Comes to class every day, prepared, and on time, respecting everyone and everything in the classroom.

Satisfactory (S)-Follows most classroom procedures and behavior expectations most of the time. Comes to class most days and is most of the time prepared, respecting everyone and everything in the classroom.

Unsatisfactory (U)-Does not follow the classroom procedures and the behavior expectations. Chronically missing or tardy in class, unprepared, and does not demonstrate respect, responsibility, or safety for oneself or others in the classroom.

ABSENT WORK/LATE ASSIGNMENT POLICY:

1. For excused/unexcused absence, email your teacher for the assignment missed on or before the day you were absent, and check your SCHOLOGY for the assignments you need to turn in that day.

2. Missing Labs and quizzes are hard to make up, a few of them can be done during tutoring hours. Do your best to complete and turn them in on time.

3. Make-up opportunity is available for your mid-term and final exam only if you notify me in advance and with valid reason/s or documentation

ELECTRONIC DEVICE POLICY:

CELLPHONES and other electronic device are not allowed in class.

(1-verbal warning, confiscate until end of class 2.Confiscate until after school 3. Confiscate until parents call/pick up the phone after school.)

Consequences for not following the rules

1. Verbal warning
2. Parents notified
3. Office referral Teacher/parent conference

Hallway/Restroom Policy:

Hallway/Rest room Pass is required, only one at a time is allowed to go to the restroom, and we observe the "10 minute rule" which means no one is allowed to go to the rest room the first and the last 10 minutes of class.

LABORATORY SAFETY CONTRACT

RULES FOR THE SCIENCE LABORATORY AND CLASSROOM ¹

I understand that I am responsible for my own safety and for the safety of others, therefore – I will...

- act responsibly at all times.
- follow all instructions given by the teacher.
- wear safety goggles and other personal protective equipment when instructed.
- tie back long hair and remove jewelry when conducting investigations.
- wear shoes with closed ends (toes and heels) when appropriate.

- never eat or drink during an investigation unless instructed to do so by the teacher.
- notify the teacher immediately of any emergency.
- keep my work area clean.
- handle living organisms and preserved specimen responsibly and with respect.

I know...

- the location of the fire extinguisher and emergency fire blanket and understand how to use them.
- the location of the eye wash and emergency shower and how to use them.
- not to remove chemicals or equipment from a room without permission.
- not to enter or work in the storage or preparation rooms unless supervised.
- not to work alone in the laboratory.
- who to contact in an emergency.

Spring 2023 ENVIRONMENTAL SCIENCE STUDIES A Statement of Understanding

By signing this contract, the parent/guardian and the student acknowledge that they have read the syllabus for ESS B class at Los Angeles High School of the Arts and that they understand and agree to the commitment necessary to be successful in this course.

Please complete the information below and return this statement of understanding to Mrs. Aller by Friday, Aug 21, 2023.

Parent or Guardian Preferred Contact Method? (circle one)

Phone **Email** **Both**

Phone number: _____

Email address: _____

Student Name (Print) _____

Student Signature _____ Date _____

Parent or Guardian Name

(Print) _____

Parent or Guardian Signature _____

Date _____

[Note from Parent/Guardian: \(Important information such as allergies, whether or not your child is wearing contacts \(for safety lab purposes\), should be wearing glasses, seating accommodations, etc.\)](#)

¹ https://wardsci.com/www.wardsci.com/images/Safety_Contract.pdf

**11th/12th
LAHSA Pathway Outcomes**

Communication: LAHSA grads articulate ideas in a clear and organized fashion in multiple ways. (essays, reflections, presentations, etc.)	Citizenship: LAHSA grads contribute to the global and local community as culturally aware and informed citizens and leaders.	Collaboration: LAHSA grads maintain accountability within the dynamics of a team.	Forward Thinkers: LAHSA grads independently set goals and implement a plan and reflect on their current academic and post-secondary goals and persistence	Critical Thinking: LAHSA grads strategically and systematically solve problems through analysis and inquiry.
Structure ideas with clarity and cohesion (CCSS ELA-Literacy W11-12.1 & W11-12.2 & W11-12.4, SL11-12.4)	Stay informed about local and global issues and governmental process, in order to participate as engaged citizens of local and global communities	Move fluidly from one role to another (CCSS ELA-Literacy SL11-12.1)	Exploring post-secondary options, personal interests, and strengths, and the requirements for obtaining those options	Independently pull from both conventional and innovative strategies to apply the most relevant and logical procedure needed to solve a problem (L11-12.4) -(Understand context, formulate question, propose a strategy, check solution for validity and relevance, apply solution) -Persevere through difficult problems with procedural fluency
Employ effective and appropriate ways to engage a particular audience (CCSS ELA-Literacy W11-12.4, SL11-12.4, SL11-12.6)	Learn from collaborations with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts (CCSS ELA-Literacy SL11-12.1)	Collectively create a plan to fulfill the expectations of a task Manage time, workload, and team members efficiently (CCSS ELA-Literacy SL11-12.1)	Exploring career options and develop related skills and habits (CCSS ELA-Literacy SL9-10.1)	Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems (CCSS ELA-Literacy W11-12.8, RI11-12.2, RI11-12.3, RI11-12.5)
Refer to sufficient and detailed evidence (reasons, examples, and quotations) relevant to argument and/or concepts (CCSS ELA-Literacy W11-12.1 & W11-12.2)	Critically analyze how media can influence beliefs and behaviors and utilize media effectively to convey values or point of view (CCSS ELA-Literacy W11-12.8, W11-12.9, SL11-12.3)	Fulfill the responsibilities of multiple roles (CCSS ELA-Literacy SL11-12.1)	Respond productively to praise, setbacks, and criticism (CCSS ELA-Literacy W9-10.5)	Effectively analyze and evaluate evidence, arguments, claims and alternative points of view when applicable (CCSS ELA-Literacy W11-12.1, W11-12.7, W11-12.8, W11-12.9, SL11-12.3, RI11-12.1, RI11-12.3, RI11-12.7)
Demonstrate command of language within various disciplines (CCSS ELA-Literacy W11-12.4, SL11-12.6, L11-12.3, L11-12.4, L11-12.6)	Leverage interpersonal skills to guide and lead others, and by example inspire others to reach their very best (CCSS ELA-Literacy SL11-12.1)	Respectfully mediate conflict and negotiate compromise among team members (CCSS ELA-Literacy SL11-12.1)	Identify short and long-term goals and with guidance understand what is needed to accomplish those goals	Interpret and synthesize information to make connections and draw conclusions based on the best analysis (CCSS ELA-Literacy W11-12.1, W11-12.7, W11-12.8, W11-12.9, RI11-12.1, RI11-12.5, RI11-12.6, L11-12.5)
Engage in academic discourse in informal and formal settings (CCSS ELA-Literacy SL11-12.4, SL11-12.6, L11-12.6)	Identify characteristics of effective leaders and engage in leadership (CCSS ELA-Literacy SL11-12.1) Demonstrate integrity and ethical behavior both in public and personal life		Utilize provided resources and follow directions to accomplish academic tasks	Reflect critically on learning experiences and processes (CCSS ELA-Literacy W11-12.5)
Adeptly applies most effective digital and visual tools to communicate intended message (CCSS ELA-Literacy W11-12.6, W11-12.8, SL11-12.5)			Participate in guided reflection to connect past experiences with future progress	