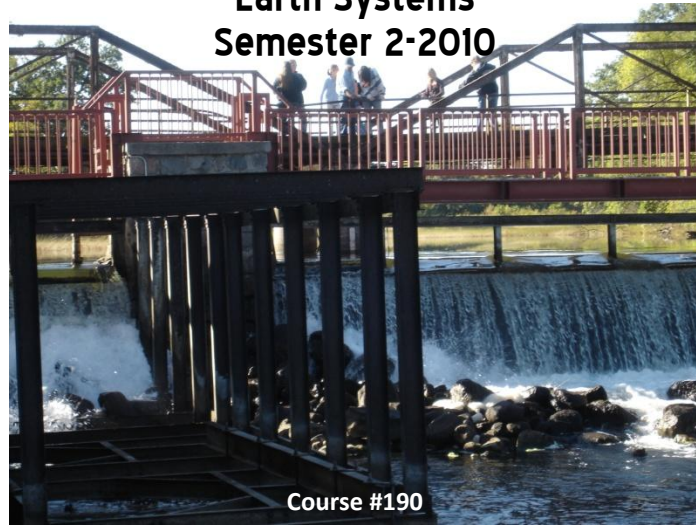


Earth Systems Semester 2-2010



Instructor Information:

Mrs. Schoeneck

Room 116

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Web Page: <http://www.isd547.com/HS/Teachers/mschoeneck/mschoeneck.html>

(Lesson plans, unit sheets and web links will be posted here for viewing or download. This site is updated weekly)

Prep Time: Semester 2: 2nd Period: 9:13-10:03

What Supplies Do You Need?

- A composition notebook will be available the first day of class for .50. There will be a hanging file folder for you in the classroom. Leave your notebook in your folder, except when needing to study for quizzes or to catch up at home. It will be used daily.
- Bring a pencil – every day!
- Your unit checklist, which will be provided for you at the start of each unit.

What We Will Learn?

Flooding: How can we analyze real-time data on the Red River? What river characteristics affect flooding? What factors affect flooding in the Ottertail River system and how does that relate to flooding in the Red River?

MN Geologic History and Quarry Park: What geologic events have shaped Minnesota, and how are they related to our current landscapes? What evidence is there in the rock at Quarry Park that shows its earth history? How can we figure out the sequence of events through observation?

Plate Tectonics and Yellowstone: How are plate boundaries related to various earth events and land features around the world? What is the current activity at Yellowstone and other volcanic areas and how likely is it to cause a serious eruption?

Climate Change: What evidence is there for the current concerns about climate change? What are contributing factors? How is this related to earth's natural cycles? What may be the consequences around the world?

Earth Systems in Silence: How do natural disasters affect people around the world? How is it related to human development and social status? What is the science behind why these disasters occur and where they happen?

Space System Explorations: What evidence exists for the current theories of planet and galaxy formation? How do stars evolve over time? What are the characteristics of galaxies? How do the dynamics of the known planets differ and how is that related to why life is possible on earth?

How Will We Learn?

We will learn through a variety of methods. This is an inquiry-based class, meaning you will be expected to think and figure things out, and you will need to be an active participant in your learning. I am here to help you, but the learning is your job.

Why Are Field Investigations Important?

Doing real work in the field is an important part of grasping earth system concepts. Both of the planned investigations are an integral part of our curriculum. School finances may require a fee being charged this semester in order for these field studies to occur. Parents will be notified if this becomes a necessity.

Important: Please dress in clothes that you can get dirty and are appropriate for the weather and field conditions! No sandals or flip-flops in the field! It is a good idea to have a change of clothes in your locker in case you get wet or exceptionally dirty.

Parents please note: Signing the syllabus includes permission for your son/daughter to participate in both of the field investigations listed below. This prevents you from having to sign forms for each time we leave the school grounds. Students will not be allowed on field investigations without parental permission!

Ottertail River: Scheduled tentatively for April, this trip will involve observations and measurements that relate to flooding on rivers. This will be nearly an entire day, so a lunch will be required.

Stearns County Quarry Park, Waite Park, MN: Scheduled tentatively for early May, this will be a full-day trip. Students will use detailed observations at the park to put together the sequence of geologic events that occurred at the site. This is one of the few relatively nearby sites in central Minnesota with bedrock visible.

How Will You Be Assessed and Graded?

Learning will be focused around Essential Questions. These are developed from the Minnesota Academic Standards for Science. You will be scored on your understanding of the skills and concepts connected to those Essential Questions.

80% of your grade is based on the Essential Questions

20% of your grade is based on Work Habits (i.e. life skills related to class).

You will get a unit checklist at the start of each unit. It has all of the learning required and the scoring for each unit. There are no surprises in this class. Don't bother to say you didn't know.

You will often be working in cooperative groups, but you will always be assessed individually. You must show that you understand concepts and have completed work in your own notebook.

There is NO extra credit! You need to show understanding – not just collect points! (This is not a football game!) However, there are chances to revise and do better – within a deadline. How well you do is up to you.

You will earn a grade based on the following scale:

A	94.0-100%
A-	92.0-93.9%
B+	90.0-91.9%
B	85.0-89.9%
B-	83.0-84.9%
C+	81.0-82.9%
C	76.0-80.9%
C-	74.0-75.9%
D+	72.0-73.9%
D	67.0-71.9%
D-	65.0-66.9%
NC (F)	0.0-64.9%

Science Department's Cheating Policy
Cheating will not be tolerated!

Any offense for a student involved in cheating will result in a zero for that assignment, project, quiz, or test. If another person was actively involved in the cheating, that person will also receive a zero.

Plagiarism on an assignment will result in redoing the assignment and 0 Work Habits points.

* All cheating will be reported to the Parkers Prairie High School Administration for discipline above and beyond my own.

*Remember that behavior that looks suspicious will be considered guilty and the disciplinary measures stated above would then be put into effect.

**Understanding of Expectations
For
Earth Systems**

STUDENTS: I have read these work and behavioral expectations and understand them. I will honor them during class and field investigations.

Signature: _____ Date: _____

PARENTS/GUARDIANS: I have read and discussed the class work and behavioral expectations with my son/daughter. I understand and will support these expectations. I understand that signing this syllabus gives my son/daughter permission to travel on foot or by bus to any field investigation related to course work.

Signature: _____ Date: _____

Email where you can be contacted (if available): _____

Do you have internet available at home? ___ yes ___ no

Best phone number for contact: _____

TEACHER: I will be dedicated to helping students achieve higher thinking skills and deeper understanding through my teaching methods and course expectations.

Signature: _____ Date: _____

Important:

This sheet of the syllabus must be signed and returned to school. (Please keep the remainder as a reference.) This is your first Work Habits score of the semester!

Thanks! 😊