



# Deer Valley Unified School District



## Sandra Day O'Connor High School

25250 N. 35<sup>th</sup> Avenue Phoenix, Arizona 85083  
623.445.7100 623.445.7180 (fax) sdohs.dvusd.org

**Course:** EARTH SCIENCE  
**Teacher:** Jonathan Poe  
**Room:** 733  
**Tutoring Time:** Wednesday 2:20-3:20

**E-mail:**  
**Voice Mail:**  
**Canvas Site:**  
**Prep:**

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**(623) 445 – 7397**  
**dvusd.instructure.com**  
**2<sup>nd</sup> Period**

### Earth Science Goals:

The curriculum in this course follows Deer Valley USD and State of Arizona standards. These standards can be viewed online at my website. Students will be encouraged to develop critical thinking and problem solving skills, which are essential to learning in any area. Students will also:

- ~ Use technology and hands-on labs as aids and research in Earth Science.
- ~ Apply scientific method and problem solving strategies to solve and explain various problems within and outside of Earth Science.
- ~ Integrate reading and writing into Earth Science curriculum.
- ~ Be able to draw and explain multiple graphs to explain various assignments.
- ~ Participate productively and responsibly in a constantly changing environment.

### Course Objectives:

All students will:

- ~ Develop positive attitudes towards learning Earth Science.
- ~ Acquire, and then apply, appropriate scientific knowledge to interpret the natural world by manipulating instruments and materials of Earth Science.
- ~ Develop integrated thinking skills through science experiences and experiments.
- ~ Understand how Earth Science plays a vital role in society.

### Course of Study:

Sem	Subject	Topics	Activities and Assessments
1	Scientific inquiry	Review of the inquiry process	Will include labs, quizzes, note taking, tests, projects, essays, lecture, readings, collaborative activities and others.
1	Astronomy	Big Bang Theory, stellar evolution, fusion, solar system, solar nebulae hypothesis, various scientists in this field	
1	Geology	Weathering and erosion	
1	Geology	Energy in the Earth System, Plate Tectonics, Earthquakes and Volcanoes	
1	Geology	Geologic Time Scale, radioactive decay, fossils, stratigraphy	
2	Meteorology	Water in the atmosphere, weather, energy transfer, water cycle and surface water	
2	Earth and Human Activity	The impact of Human activity on Earth and the impact of extreme Earth processes on Humans	

### Materials:

All students need notebooks, paper for turning in assignments, pens, pencils, color pencils, glue stick, and a drawing compass. Students are encouraged to bring their own scissors, and mini-staplers, tape and headphones. Families are welcome to donate any materials to class that they wish to share (i.e. paper towels, glue, tissue, markers, colored pencils, pens, lined paper, highlighters, etc.)

### Textbook:

McGraw Hill Glencoe, Earth Science – Geology, the Environment, and the Universe, 2008 (Available on Canva

## Grading Policy

O'Connor High School believes that authentic grading accurately measures and reflects a student's performance based upon mastery of the standards.

O'Connor High School implements a research-based, unified grading and reporting policy that is focused on a standards-based mindset in which all grades are proficiency-based that effectively communicate what students know and can do, so students can focus on growth and learning. Grades will have consistent meaning throughout the system and be based upon grade level standards.

In order to increase grading consistency, accuracy, equity, and focus on learning, O'Connor High School strives to employ the following tenets:

- A student's grade should reflect academic learning and should never be used as a punitive tool.
- Grades are for reporting the status of academic learning, not behavioral conduct.
- The primary purpose of assessment and grading is to provide detailed feedback to inform student learning.
- Learning is a process that takes place over time and at different speeds for different students.
- A coordinated assessment and grading system clarifies the expectations for all students and maximizes academic opportunities.

The gradebook categories are as follows:

1. **Formative Assessments = 20% of the overall grade**
2. **Summative Assessments = 80% of the overall grade**

For the 2021-2022 school year, all O'Connor High School courses will utilize a 0-4 grade scale that aligns to the essential standards of the course:

### Grading Scale For 7<sup>th</sup> – 12<sup>th</sup> Grades

<b>4</b>	Evidence demonstrates a high level of proficiency of the learning standard(s)
<b>3</b>	Evidence demonstrates proficiency of the learning standard(s)
<b>2</b>	Evidence demonstrates partial proficiency of the learning standard(s)
<b>1</b>	Evidence demonstrates minimal proficiency of the learning standard(s)
<b>0</b>	No evidence of proficiency of learning standard(s)

Each level of the grade scale signifies a specific level of learning proficiency. Teachers assess student performance on assignments/assessments for each level of the scale based upon standards. Teachers will enter scores for individual assignments, assessments, and/or standards using the above 0-4 grade scale.

The scores entered in the gradebook will be whole numbers that directly correlate with the descriptor. The *overall* grade will be an average of the individual scores and will round up. For example, a student who earns a 4,3,3,1 on assignments will have an overall score of 2.8, which will round up to a proficiency level of 3 for the final semester grade.

As indicated by the proficiency level descriptors listed in the grade scale, students who earn an overall course grade of **0** or **1** are greatly lacking mastery of course standards and, therefore, cannot be granted credit for the course. In other words, an overall grade of **0** or **1** is a failing grade. Note: since grades rounds up, students with an overall course grade of **1.5** are considered passing the course since the grade will round up to a **2**.

## Powerschool Access

The Powerschool site allows parents/guardians and students to access the student's grades, attendance, and other information. If you need your access information, please stop by the front desk during business hours. You will need a photo I.D. The web address is: [ps.dvusd.org/public](http://ps.dvusd.org/public)

## Make-Up Work

When a student is absent from school, the student will be provided the opportunity to make up work in order to close learning gaps from time away from school. The teacher will provide access to the student's assignment(s) and any hand-out or materials necessary for accomplishment of such assignment, allowing a minimum make-up period of one (1) day for each day absent.

Students are responsible for communicating with the teacher the first day back from an absence to develop a plan to make-up lost learning/assignments. Students are encouraged to communicate electronically with the teacher during the absence.

Students who miss school work because of unexcused absences or suspensions will be given the opportunity to make-up missed work for credit. The teacher may assign such make-up work as necessary to ensure academic progress, **not as a punitive measure**.

## Late Work Procedure

In order to accurately reflect a student's academic performance level, teachers will accept late work and missing work for full credit if the work is submitted within the timeframe of the current unit of study. A zero will be entered in the gradebook until the work is submitted. Students will be responsible for turning in late work in addition to their current work, which results in the natural consequence of a heavier workload. The primary consequence for not completing the work is to **complete the work**. Students may be assigned to our academic intervention time, assigned behavioral consequences such as lunch and/or after school detention for not completing work. It is the expectation that during these assigned intervention and/or detentions, the student utilizes the time to **complete the missing work**.

While there is no late penalty for work, there is also a need to protect teachers' work time for grading. If a student does not turn in work during the current unit of study, the teacher will enter a "0" (i.e. "No Evidence") for the assignment. The only exception for this is for an assignment that is due near the end of the unit of study. In this case, the student would have until the end of the unit of study or two weeks from the due date (whichever is greater) to turn in the work.

## Long-Term Project Procedure

There is an important distinction between daily/formative assignments and long-term/summative projects. Make-up policies regarding long-term/summative projects are based on the timeframe of the student's absence and the requirements of the long-term project. It is the expectation that students submit long-term projects on the day they are due. **Students should self-advocate for assistance if they need extensions.**

## Re-Take/Reassessment Procedure

All students will have the opportunity to improve their learning. At O'Connor, we instill in our students the value of learning from our mistakes and failures. We recognize and reward hard work, grit, and determination.

The primary objective of grades is to report where a student is in the learning process, regardless of how much time or effort the student needs to get there.

At O'Connor, students will be allowed to retake assessments/assignments during the same grading period to show the student's current proficiency level of the standards.

- Students will be afforded extra time for learning; however, there is an ending point for each course in which final reports on a student's learning must be conveyed.
- End of term or capstone projects and performance assessments will not be eligible for retakes.
- Assessments/assignments may be in an alternate format for reassessment.
- Students are required to show *evidence of learning* and *applying the teacher's feedback in order to earn a reassessment opportunity*. Reassessment on scores of 2 or higher are at the teacher's discretion.

## Electronic Device Use

Technology (cell phones, iPads, hand-held devices, etc.) use in the classroom is intended to **enhance** the learning environment for all students; however, any use of technology that degrades the learning environment, promotes

dishonesty or illegal activities, is prohibited. If the instructor determines that the use of technology is a distraction to the learning process, either of the student using the technology or to those around him/her, the student may, at the discretion of the teacher, be asked to discontinue the use of technology in the classroom.

### **School iPads to Facilitate Learning:**

Sandra Day O'Connor High School utilizes iPads **as a learning tool** in the classroom. The classroom teacher will inform students as to when they may use their device and for which purposes. Students must adhere to their teacher's guidelines for use and appropriate times for use. Any student who violates the teacher's guidelines will be subject to disciplinary action.

*Please note- students may not access their personal devices, whether for entertainment or learning, if the teacher has stated that the classroom activities at that time do not warrant use. For example, during testing or assessments.*

## **Plagiarism and Cheating**

**Cheating:** In cheating, a student is taking the work of another, on any assignment, and claiming it as his/her own. At SDOHS cheating includes but is not limited to:

- Copying and/or offering homework verbally, in written form, or by electronic means from/to another student.
- Copying and/or offering questions and/or answers on tests or quizzes verbally, in written form, or by electronic means from/to another student.
- Pressuring other students to copy and/or offer homework, answers and/or questions on tests or quizzes verbally, in written form or by electronic means.
- Bringing in and using unauthorized information during class time, including information stored in any electronic device.
- Offering or receiving information under circumstances in which information is not to be shared.
- Having anyone, including parents or tutors, complete assignments and submitting the work as one's own.
- Presenting collaborative work as independent work and independent work as collaborative. (In group work, one person should not and will not bear the burden for the entire group assignment.)
- Copying answers from answer guides in texts.
- Fabricating data, information, or sources. Presenting made up material as authentic.

**Plagiarism:** The act of plagiarism may include direct copying, but it may also be more complex than verbatim repetition. A student, in preparing a project for a class, will have plagiarized if he/she has taken information from sources without citing the sources that have been used. Plagiarized material may appear in a student's paper as word-for-word copying, a summation, or a paraphrase of another's ideas. A student has plagiarized whether the material from another source has been taken in whole or in part. In effect, by not naming the source, the student is claiming the work of another as his/hers. At SDOHS plagiarism includes but is not limited to:

- Submitting images and/or documents in whole or in part from the Internet without citation of the source(s).
- Copying another's work.
- Using another's ideas without proper citations.
- Incorporating portions of another's writing within the context of your own work.
- Failing to acknowledge a source of information.
- Using "unique" phrases without citations.
- Using graphics, charts, diagrams, or illustrations without citations.
- Using a translator (either in-person or on-line) without proper citations

Plagiarism and/or Cheating will result in disciplinary actions and a 0%, with no option to redo/retake. - **no exceptions.**

## **Loss of Credit Due to Absences**

Upon reaching 12 unexcused and/or excused absences, a student may **lose credit** in any given class.

Any student may be placed on an Attendance Contract upon accumulating multiple excused and unexcused absences.

Any student with excessive absences may:

1. Lose credit in one or more classes.
2. Lose parking privileges.

## **Communication**

Please contact the teacher for any student concerns. It is crucial that teachers, parents, and students maintain open lines of communication in order to ensure the best support for student success. Contact information is provided at the top of the first page of this syllabus.

The Deer Valley Unified School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. For any inquiries regarding nondiscrimination policies contact the Superintendent's Department, 20402 N. 15th Avenue, Phoenix, AZ 85027. 623.445.5000.

**I have read the Course Syllabus and Guidelines.**

**Student Name (Printed)** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_

**Date** \_\_\_\_\_