Geology Course Syllabus

Ms. Clarissa Bay

COURSE OVERVIEW

This lab-based course covers the foundational principles of Earth science as outlined in the Next Generation Science Standards (NGSS). The course is framed around the themes of the movements of the earth's crust and how this changes it's physical characteristics over time. In addition to the focus on the NGSS earth science content, scientific practices and engineering design are emphasized throughout the course. Course content will include plate tectonics, the changing earth surface, rocks, minerals, earthquakes, mountain building, water forces, geological time and Oregon geology. Critical thinking, data analysis, and argumentation from evidence are also emphasized.

Website: Google classroom will be used to keep students up to date.
Class Code: wg97tl

Letter Grade Criteria

The following grading scale is used in this course:

A	90-100%	An "A" letter grade communicates that a student has mastered, at a very high level, the academic learning of the course.
B	80-89.4%	A "B" letter grade communicates that a student has the academic learning of a course strongly in place and is well equipped to move forward.
C	70-79.4%	A "C" letter grade communicates that a student has a basic understanding of the academic learning of the course.
D	60-69.4%	A "D" letter grade communicates that a student has less than a basic understanding of the academic learning of the course.
F	Below 59.5%	An "F" letter grade communicates that a student has not mastered enough academic learning in the course to receive credit.

Assessment Scoring and Multiple Opportunities

- Learning targets will be assessed using tests, written work (such as lab reports or essays), presentations, and/or other creative means. Rubrics for each learning target will be used to rate a student's performance on each supporting target. Tests will be on one learning target and organized by supporting target.
- If you want to improve your score for a learning target, a test retake would need to be completed. In order to retake, however, you must have all homework, activities, labs, and warm-ups done for that unit (all unit work). You only need to retake the supporting target(s) that you want to improve. This means that if you study and do well on the test the first time, you will have fewer (or no) supporting targets to retake. Retakes need to be completed by the date assigned by the teacher for that unit. This will generally be 2 weeks after the test is returned.
- If required, the third opportunity to demonstrate your learning will be the semester final.
- In order to prepare for tests, during each unit you will take a quiz or a few mini-quizzes before the test. The quizzes do not count as part of your grade, but rather serve as a practice for the test and an indicator of where your strengths and weaknesses are so that you can prepare for the test more effectively.
- To improve scores on non-test assessments (such as lab reports), a repair or redo will be done, depending on the assignment and the extent needed to fix the work. Students will be told how to fix non-test assessments on a case-by-case basis.
- Due dates are firm in this class. Test dates are non-negotiable and if students are absent the day of a test they need to make it up on the first access tutorial day that they return to school. For assignments that are turned in, there are two due dates. The first due date is your only chance to turn it in with the option of repairing it (the repair is due by the second due date). If the first due date is missed then the second due date is the last opportunity to turn in that assignment. If the assignment is still not turned in by the final due date then the target(s) for that assignment will receive an N (no evidence) with no chance of make up. Final due dates will generally be 1 to 1.5 weeks after the paper is returned to the student.
- **Parents**: please note that this means students will not have grades for each unit's academic learning targets until the end of the unit test. Our philosophy behind this is that students should be able to practice (with quizzes, labs, and activities) before they are assessed for a grade. Because students can retake tested targets, this means that their grade is not set in stone until the end of the term. However, please note that all retakes for an a test must be completed by the due date, otherwise they have to wait until the final to improve their grade. It is not possible to improve more than 4 academic supporting targets on the final.

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Units of study for Geology: This is what we will be learning and how we will evaluate a student's learning:

Geology Standards
S1 - Lab safety, skills & procedures - I can exhibit proper safety processes when performing labs.
G1.0 – Earth formation & differentiation – I can understand the processes that formed the earth and give the earth a layered structure.
G1.1 – Plate tectonics theory – I can distinguish between the types of plate boundaries and explain the earth processes that drive the plate movements.
G1.2 – Energy & Earthquakes & Faults – I can read a seismogram to determine the amount of energy released from an earthquake and derive the distance from the epicenter.
G1.3 – Volcanology – I can explain the processes that build volcanoes, so they can distinguish between the various types of volcanoes.
G1.4 – Geologic Time – I can distinguish between relative and absolute dating methods and apply that knowledge in reading fossils and rock layers to create a geologic history of an area.
G2.0 – Mineralogy – I can relate the properties of minerals to their chemical composition and distinguish between major rock forming minerals.
G2.1 – Igneous rock formation – I can apply mineralogy to crystallization of magmas & lavas and distinguish between intrusive and extrusive igneous rocks.
G2.2 – Sedimentary rock formation – I can distinguish between weathering and erosional forces which change rocks into sediments, soils and the lithification process that turns the sediments into rock.
G2.3 – Metamorphic rock formation – I can understand the deformation processes that recrystallize rocks into metamorphic rocks.

CONTACT INFORMATION

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Geology Course Syllabus: Student and Parent Signature
Parents and/or Guardians, please sign on the line below to indicate that you have read the Biology course syllabus (you do not need to detach this part of the page--we will just check it off--and your student may keep the entire syllabus for reference). Please do not hesitate to contact your student's teacher with any questions or comments you may have regarding the class or your student. Please note our website address as it will be a valuable resource for you to keep up to date on test dates, homework, and other daily information on the calendar. Files your students need in case of absence will also be posted there. In addition, please ensure that your student has a 1" binder and paper with 4 dividers (one for each learning target per semester) that is dedicated to this class only.
We look forward to this year and working with your student.

_____ _____ _____
Student Name (print) Student Signature Signature Date

_____ _____
Parent/Guardian Signature Date