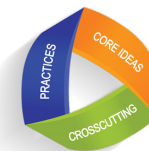


## Chemistry in the Earth System Course Overview [Document](#) & [Screencast](#)

This course integrates Physical Science with Earth and Space Science, following the three-course model for the Next Generation Science Standards (NGSS). Units are based on the six instructional segments outlined in the California Framework and include:

- IS 1 Chemistry Cooks
- IS 2 Earth Shattering Chemistry
- IS 3 Chemistry Could Kill You
- IS 4 Chemistry Changes Things
- IS 5 Choices Change Climate
- IS 6 Coastal Chemistry



In each unit you will engage in the Science and Engineering Practices (SEP) as well as the Crosscutting Concepts (CCC) to explore phenomena demonstrating the Disciplinary Core Ideas (DCI) of each instructional segment. All of this is found in the Science Priority Performance Expectations or (Critical Concepts).

\* For my classes, we will be field testing new units, 1 in fall and 1 in spring. See [letter here](#).

### Teaching Methods:

Guided inquiry is the primary method used in this course. Group activities and investigations will allow students to gather evidence for making meaning of chemistry concepts. Small group and whole class discussions will be integral to student understanding. Students are expected to participate fully in all classroom activities.

### Assessment and Grading

District wide we are shifting to more equitable grading practices. Standards Based Grading is one tool we have for moving towards an anti-racist, anti-biased and restorative educational system and honoring the diverse assets of students in our schools.

Standards Based Grading creates **consistency, clarity, and accuracy** in how we, as a *unified* District, provide high-quality educational experiences and assess and support students in moving toward grade level standards. These shifts are imperative for us to directly address the historic inequities in grading practices that marginalize students within our system.

As we make this shift, here are some things that you will notice in this course:

- Formative Assessments will not be included in your grade. *These are like the practice before the game, everyone needs practice, but it doesn't count in your stats.*
- You will be allowed to revise end of unit summative assessments as you make progress in order to better reflect your continued growth towards meeting the standards.
- I will provide you with standards aligned feedback, so you know exactly how to meet the standards.
- I will not be offering extra credit, nor will I be taking away points for the timing of work. Assignments are expected to be turned in within five days of the due date. The goal is that your grade reflects what you know, your proficiency level on the standards for this course, and nothing else. Nonacademic factors will not affect your academic grade.

All assessments will be graded on a 4 point scale.

4 – Exceeds standards

3 – Meets standards

2 – Approaching standards

1 – Not yet met standards

0 – Insufficient Evidence

Class grades will be as follows:

100-81.3%	A
81.29-62.5.0%	B
62.49-43.8%	C
43.79-25.0%	D
24.99% - 0%	F

I update grades in Powerschool consistently, so they are up to date.

### **Citizenship:**

Students who participate, follow safety rules, come to class on time and do not disrupt class are Satisfactory. In order to be considered Good or Excellent, a student needs to have a positive impact on the class by actively participating, assisting others, volunteering, having stellar attendance and generally going above and beyond.

- The school-wide effect of tardies and trancies on citizenship as laid out in the student handbook will be followed.
- No cell phones are allowed on or out in class. Use will result in lowering of citizenship.
- Covid guidelines will be enforced. Students who must be continually reminded about mask wearing will have their citizenship lowered.
- Semester citizenship grades are calculated by averaging the three 6-week citizenship grades.

### **Classroom Policies:**

This class requires participation. Students are expected to be in their seats, ready to work when the bell rings. Students who are tardy will miss out on instruction. Attendance is key to success in chemistry. Many of the experiences involve group work, which cannot be replicated. If a student is absent, it is his/her job to check the website and/or request missing assignments and turn in work that was due on the date of absence.

Students are expected to keep their completed/returned assignments in a binder. They should also have a dedicated sensemaking notebook where they will record day to day information and activities. Homework will generally only be to finish/review classwork.

In order to be successful in this course, students are recommended to have the following supplies daily: computer and charger, 3-ring binder with paper, a sensemaking notebook, pencils, pens and a scientific calculator. If a student is unable to obtain these supplies for some reason, he/she should talk to the teacher immediately.

### **Academic Honesty:**

All students are expected to conduct themselves with the highest academic integrity. It is a disservice to everyone when a student cheats. All students should follow the academic honesty policy as outlined in the student handbook.

### **Communication:**

If I have concerns about a student's progress or behavior, I will first counsel with the student. If after talking with the student, the situation has not resolved itself I will contact parents. If the situation continues I will contact the counselor and perhaps have a conference to try and clear up the issue.

I am always available via e-mail to discuss grades, citizenship or content with parents and students at [mquessenberry@sandi.net](mailto:mquessenberry@sandi.net). This is the best way to communicate with me. I have assignments listed at <http://mrsq.net> and you can check grades with Power School. We will be using Canvas (<https://sandiegounified.instructure.com/>) and parents are encouraged to set up an observer account.