



Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Marine Science		
<i>Instructor Info</i>	Name: Christine Olivera	Contact Info: colivera@pps.net	
<i>Grade Level(s)</i>	10, 11 , 12		
<i>Room # for class</i>	Room: G-017		
<i>Credit</i>	Type of credit:	# of credits per semester: .5	
<i>Prerequisites (if applicable)</i>			
<i>General Course Description</i>	This course that explores Marine Science can be defined as the process of discovering the facts, processes, and unifying principles that explain the nature of the oceans and their associated life forms. The purpose of this course is to provide an advanced overview of the unique characteristics of the marine environment by exploring the physical and biological characteristics of seawater. Topics will include the ocean's present and potential resources, marine biology interactions with technology and society, ocean exploration, chemical processes, energy, properties of water, marine invertebrates, marine plants, and marine vertebrates and interrelationships between man and the ocean environment.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	I'm looking forward to working with students to investigate the oceans of our beautiful planet.		



<p><i>Course Highlights</i> (topics, themes, areas of study)</p>	<p>7 Essential Principles of Marine Science:</p> <ol style="list-style-type: none"> 1. The Earth has one big ocean with many features. 2. The ocean and life in the ocean shape the features of the Earth. 3. The ocean is a major influence on weather and climate. 4. The ocean makes the Earth habitable. 5. The ocean supports a great diversity of life and ecosystems. 6. The ocean and humans are inextricably interconnected. 7. The ocean is largely unexplored.
<p><i>Course Connections to PPS Reimagined Vision</i></p>	<p>In Marine Science students will have myriad opportunities to choose their focus of study through project based learning. They will be supported, encouraged and expected to participate in collaborative learning experiences. In addition to doing the science, students scientists will also be engaged with the societal and cultural aspects of human relationships with the sea. Within the context of learning about the ocean, students will examine solutions to human made problems with a lens of equity and social justice. For example, we begin the year with a mapping activity that examines the role of the Mercator Projection in our perceptions of land mass and the ways in which imperialism has (and continues to) impact resource allocation and oppressive legislation around the globe. My goal is that students complete the course with an understanding of how their own existence is impacted by the oceans and, conversely, the ways in which it is impactful as well.</p>
<h3>Section 3: Student Learning</h3>	
<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course: https://www.coexploration.org/oceanliteracy/documents/OL_HS_Sept18_Print.pdf</p>
<p><i>PPS Graduate Portrait Connections</i></p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS’s Graduate Portrait:</p> <ul style="list-style-type: none"> - Inclusive and Collaborative Problem Solvers - Inquisitive Critical Thinkers with Deep Knowledge - Transformative Racial Equity Leaders - Resilient and Adaptable Lifelong Learners - Powerful and Effective Communicators - Positive, Confident, and Connected Sense of Self - Influential and Informed Global Stewards - Reflective, Empathetic, and Empowering Graduates - Optimistic, Future-Oriented Graduate



<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education:</i> I will be familiar with the IEP for each student who has one and I will make the appropriate accommodations and modifications for individuals. I will collaborate regularly with their case managers, including attending IEP meetings when I'm able and I will refer students when it is appropriate to do so.</p> <p><i>504 Plans:</i> I will be aware of the details within the 504 plans of individuals and I will make the necessary accommodations.</p> <p><i>English Language Learners:</i> I will collaborate with the student's ELL teacher and I will provide materials that are appropriate for their ELL level as well as scaffolding the content of the Marine Science course itself to scaffold English language learning opportunities. When it is appropriate and possible, I will offer content specific materials in a student's first language to support their learning.</p> <p><i>Talented & Gifted:</i> I will be aware of the student's area of identification and provide extension opportunities for all assignments. I will support, encourage and expect that student's with TAG identification extend their learning whenever possible and appropriate. I will refer students when it is appropriate to do so.</p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <p style="text-align: center;"><i>-The experience(s) will be:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
<p>Section 4: Cultivating Culturally Sustaining Communities</p>	
<p><i>Tier 1 SEL Strategies</i></p>	
<p><i>Shared Agreements</i></p>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender identity in the following way(s):</p>



We discuss the concepts of respect, engagement, thoughtfulness and responsibility. Students then have time to reflect and put into their own words what a learning environment that could be described with those terms looks, sounds and feels like. Those are anonymously shared and combined into a shared document that serves as our class norms and is posted and available for referring to at any given time.

I will display our Agreements in the following locations:
posted on the wall in the classroom and as a link within the home page of the Canvas course.

My plan for ongoing feedback through year on their effectiveness is:
the use of exit tickets and anonymous surveys.



<p><i>Student's Perspective & Needs</i></p>	<p>I will cultivate culturally sustaining relationships with students by: making an effort to try to have a personal interaction with each student, every class period. During the first week of school they complete a survey that illuminates me on their personal academic support needs and what they are comfortable sharing with me about their lives. Using the Remind app. and emailing parents/guardians to offer positive feedback about things that are going well and successes their students are having.</p>
	<p>Families can communicate what they know of their student's needs with me in the following ways: Canvas Remind PPS email</p>
<p><i>Empowering Students</i></p>	<p>I will celebrate student successes in the following ways: Praise Exhibition of their work for others to enjoy Letters of appreciation Emails to parents/guardians</p>



I will solicit student feedback on my pedagogy, policies and practices by: using exit tickets and anonymous surveys as well as fostering trusting relationships where student's feel confident advocating for themselves and the group by voicing concerns and suggestions about how I am delivering content.

When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:

Over the years, I have found private conversations with students who are struggling to adhere to our shared classroom agreements to be the most effective strategy for supporting them in choosing to do so. If this is unsuccessful, I will reach out to other teachers who are currently, or have recently, worked with the student and I will reach out to the people listed in Synergy as parents/guardians. Often, that leads me to a greater understanding of the function of the behavior, which I can then work to accommodate and create a learning environment where the student feels comfortable and productive.



<i>Showcasing Student Assets</i>	I will provided opportunities for students to choose to share and showcase their work by: presenting to the class as instructors themselves and with gallery exhibitions.
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Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	
<i>Coming & Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <p>Please try to be on time. If you are late, please join us with the least disruptions possible.</p> <p>Let me know when you need a Hall Pass, I am happy to provide you one.</p> <p>Please do try to limit your time outside of the classroom during class time.</p> <p>Please remember to center our shared classroom agreements.</p>
<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <p>For hard copies, you can leave it on the table by the door on your way out.</p> <p>Digital work will be submitted via Canvas.</p> <p>All hard copy work will be dated by hand by the student before turning it in.</p>
	<p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <p>we will meet to determine a reasonable and realistic plan for submitting the missing work.</p>
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p><i>Timeline:</i> within a week of submission.</p> <p><i>What to look for on your returned work:</i></p>



	<p>A check mark means you earned full credit = 3 points.</p> <p>A check minus means you should consider making edits/improvements =1-2 points, but revise for more!</p> <p>A check plus means you excelled and earned a bonus point(s) = 4 points</p> <p><i>Revision Opportunities: see “check minus” above</i></p>
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:
<i>Attendance</i>	If a student is absent, I can help them get caught up by: encouraging them to look at Canvas to see what was missed and we’ll check in upon return to class. Email me with questions. <u>Come to Tutorial!</u>

Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students: All
<i>Materials Needed</i>	<p>Please have the following materials for this course: A writing utensil and notebook paper that can be torn out to turn in.</p> <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course:</p> <p>Marine Science Canvas</p>
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <p>Marine Science Canvas</p>

Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <p>Daily work graded and returned within a week. Not all daily work will be recorded in Synergy. IF something will be going into Synergy I will communicate that clearly on the assignment. It will say “This will be graded in Synergy!”</p>
<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities:



	Graded projects, points determined based on project, communicated before project is begun and will include rubric with examples. These will be graded in Synergy.
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Collaborative creation of rubrics, self assessment, peer assessment.
Section 8: Grades Progress Report Cards & Final Report Cards	
<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: SYNERGY! I will NOT be using Canvas for grading purposes! I will use, at times, to provide feedback only.
	I will update student grades at the following frequency: Weekly
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Mark: P</i> <i>Meaning of the mark:</i> P = (currently) Passing, the percent will show in the report <i>Mark: NG</i> <i>Meaning of the mark:</i> NG = There is currently no proficient evidence of learning
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: 90 - 100% A 80 - 90% B 70 - 80% C 60 - 70% D < 60% NG



	<p>I use this system for the following reasons/each of these grade marks mean the following: This system is the one most folks are familiar with. A approximates mostly 4's on graded formative assessments and >90% on summative assessments. B approximates mostly 3's on graded formative assessments and >80% on summative assessments. C approximates mostly 3's on graded formative assessments and >70% on summative assessments. D approximates mostly 2's on graded formative assessments and >60% on summative assessments. NG means a student has not demonstrated proficient evidence of learning to earn credit for the class. NG will not lower GPA but the credit for graduation will need to be earned another way.</p>
Other Needed info (if applicable)	

