



School Year	2017-2018	Teacher Name	Elliott Loftis
Office	412 - 6th hour plan	Website	http://ths-ibenvironmental.weebly.com
Phone	(720) 972-4843	Google Classroom	Class Code: f9auxb4
Email Address	lof018997@adams12.org		

Course Name	IB Environmental Systems & Societies		
Course Description	<p> ESS is an interdisciplinary group 3 and 4 course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (sciences) with those associated with group 3 (individuals and societies). Because it is an interdisciplinary course, students can study ESS and have it count as either a group 3 or a group 4 course. </p> <p> ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem-solving, and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students should be encouraged to develop solutions from a personal to a community and to a global scale. </p> <p> Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources. </p>		
Unit of Study	Grade Level Expectations/Content Standards	Approximate Time Spent	Targeted Date of Assessment
Foundations of ESS	IB Environmental Systems & Societies, Topic 1 <ul style="list-style-type: none"> ● Environmental value systems ● Systems and models ● Energy and equilibria ● Sustainability ● Humans & pollution 	19 days	Sept. 15
Ecosystems & Ecology	IB Environmental Systems & Societies, Topic 2 <ul style="list-style-type: none"> ● Ecosystems and ecology ● Communities and ecosystems ● Flows of energy and matter ● Biomes, zonation, and succession ● Investigating ecosystems 	29 days	Oct. 27
Biodiversity & Conservation	IB Environmental Systems & Societies, Topic 3 <ul style="list-style-type: none"> ● An introduction to biodiversity ● Origins of biodiversity ● Threats to biodiversity ● Conservation of biodiversity 	14 days	Nov. 17
Human Systems and resource use	IB Environmental Systems & Societies, Topic 8 <ul style="list-style-type: none"> ● Human population dynamics ● Resource use in society ● Solid domestic waste 	17 days	Dec. 20



	<ul style="list-style-type: none"> ● Carrying capacity and ecological footprints 		
Water and aquatic food production systems and societies	IB Environmental Systems & Societies, Topic 4 <ul style="list-style-type: none"> ● Introduction to water systems ● Access to fresh water ● Aquatic food production systems ● Water pollution 	18 days	Feb. 2
Soil systems and terrestrial food production systems and societies	IB Environmental Systems & Societies, Topic 5 <ul style="list-style-type: none"> ● Introduction to soil systems ● Terrestrial food production systems ● Soil degradation and conservation 	16 days	Feb. 27
Atmospheric systems & societies	IB Environmental Systems & Societies, Topic 6 <ul style="list-style-type: none"> ● Introduction to the atmosphere ● Stratospheric ozone ● Photochemical smog ● Acid deposition 	13 days	Mar. 16
Climate change & energy production	IB Environmental Systems & Societies, Topic 7 <ul style="list-style-type: none"> ● Energy choices and security ● Climate change: causes and impacts ● Climate change: mitigation and adaptation 	19 days	Apr. 20

Grading Scale		Grade Percentages/Weights		
A	90-100	Summative Assessments (Tests, Labs, Projects)	80%	50% Unit tests, large projects, IB internal assessment
				30% summative quizzes & formal labs
B	80-89	Formative Assessments (quizzes, learning checks, etc)		20%
C	70-79			
D	60-69	*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp		
F	59-50			

DISTRICT POLICY CHANGE 2017-2018

*All students enrolled in this course are required to take the corresponding IB exam in May. If you do not take the exam, your score in this course will be **unweighted** and will impact your GPA. IB exams are non-refundable and after they are ordered, you will be billed for the exam for this class regardless of whether or not you sit for the exam.*

General Expectations

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade.
- **Summative: 80% (50/30 split)** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
- **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc.
- Assessments will be graded based on teacher/district/state rubrics.



- On group projects, students will receive a grade for individual work and a group grade.
- Grades are based on achievement of IB Content Standards and Expectations.

Scoring and Grading of Summative Assessments

- If no attempt to take a summative assessment has been made, a “no evidence” (NE) grade will be recorded until the assessment is completed. NE shall be defined as not attempting the assessment or not being present for the assessment. **NE will be equal to 0%**
- In order to receive a passing grade, a student must **attempt ALL 50% summative assessments, including the Internal Assessment project.**
- The presence of a NE grade for any summative assessment at the end of a grading period (semester) will result in a grade of F for the course, regardless of performance on other assessments.

Scoring and Grading of Formative Work

- Any work not turned in will go in as missing in the gradebook.
- Any missing work **MUST** be turned in to receive late credit of 50% on/before the unit assessment.

Class Expectations

Class Calendar - Class calendar will be posted on the class website, and will be updated weekly with topics to be covered, assessment dates, and other events that will affect the class. In addition, Google Classroom generates a calendar for each of you with the due dates of any assignments that are assigned within the Google Classroom. If you subscribe to the class calendar, both of these will appear in your Google account's calendar. Please reference these regularly.

Tests & Quizzes - There will be frequent formative assessments, both announced and unannounced, to check student understanding of the class-work and reading assignments, and to gauge review progress. Due to the cumulative nature of this class, most quizzes and tests will include material from previous units.

Extra Credit - There will be no regularly assigned extra credit for this class, although extra credit opportunities may arise as optional extensions of some assignments and projects.

Formative work - *Please plan on 30-60 minutes of individual practice time 4-5 days per week*, either on current work, reading, or in review. Most assigned formative work will be due two (or more) days after it is assigned. It should be attempted the first day it is assigned, and then, if necessary, you will have an opportunity to ask questions and get help before the work is due. In general, this work will be started in class and completed on your own time. Due dates will be on either the class calendar (website) or in your Google Classroom, and will be discussed as each assignment is given. Late work will not be accepted after the day of the unit test (excepting extenuating circumstances discussed with me ahead of time).

Absences - If material was assigned before an absence and due during an absence, it is due the day you return. If you know about an absence ahead of time, please work ahead to minimize the effect of the absence. You are responsible for all material missed during an absence, regardless of reason. It is your responsibility to collect makeup work, review content covered, and schedule test/quiz makeup times with me. For excused absences you have 2 days to complete missed work for every day you are absent.

Makeup Work - please see me to collect any makeup work. In-class presentations, videos, and assignments (when available digitally and able to be posted legally), will be available on the class website and/or in Google Classroom. Check the class calendar and Google Classroom to see what you missed, but always see me after



an absence in case we did something that I could not post online.

Lab Work - Lab work is especially difficult to make up, and must be made up within 2 days of the original date during an open class period, if the classroom schedule allows. Some labs (dissections) can not be made up due to safety concerns, and an alternative assignment (if available) will be given instead.

Plagiarism - Plagiarism is unacceptable. Papers will be examined for copying, and may be run through detection programs. If copying is detected, the paper will receive a failing grade that cannot be made up, and the paper will be turned over to the administration for further action. Plagiarism includes copying from any source without giving credit, including fellow students. This primarily involves labs, tests and quizzes.

NOTE - I understand that students often work together on practice work - and actually encourage this – but put the material in your own words and do your own assignment (unless specified as a group product assignment). If you find useful information anywhere besides our text, give the reference. I'm not picky about citation style, as long as you are consistent.

Cheating - During tests and quizzes, there is NO talking or phone use for any reason. Talking with others may result in both students' papers being taken away and receiving a failing grade. Talk only to me during tests and quizzes if you have questions or needs – don't risk misunderstandings!

Safety - Safety rules for lab days will be discussed at length separately. There is a required safety contract, to be reviewed and signed by parents and students, which must be returned before students can participate in lab work. In addition, there is a safety quiz which students must pass at 90% before doing labs. There will be frequent demonstrations of techniques, and checks for use of proper techniques, as new or unfamiliar techniques are introduced.

Questions about Classwork - Check with me during open class periods (5th & 6th), or schedule a meeting if you have any questions about or need help. I am always willing to discuss the class content or assignments, but I am not able to read minds, so I don't know what specific help you need unless you come in for individual help. There are many resources available including texts, websites, and videos/podcasts. Please come see me while the confusion is small and easy to overcome!

Student Expectations

Take Responsibility

- Students are **prompt** (on time) for their classes and appointments
 - *It is expected that students will be in their seats and ready to work when the bell rings. Students may be assigned lunch detention after 3 tardies. Being tardy to labs (or arriving unprepared) may mean having to make up labs another day (if possible), or having to complete an alternative assignment.*
- Students arrive **prepared** for class
 - *Bring the necessary materials for class every day. This includes a pen/pencil, notebook with current unit materials, and any current/due assignments. Be sure to dress appropriately on lab days, and bring any necessary materials.*
 - *Phones, music players, tablets, cameras, etc. must be out of sight at all times, unless being used for academic work with instructor approval. Inappropriate use of electronics may result*



in confiscation of the device:

- **1st offense** - student collects from teacher at the end of class.
 - **2nd offense** - student collects from the Student Relations office at the end of the day, signs district cell phone policy
 - **3rd offense** - parent collects from the Climate & Culture office, signs district cell phone policy
 - **4th offense** - Parent/student conference with Climate & Culture office, additional consequences (detention, ISS, OSS, etc.)
- Students are **safety conscious** in the classroom at all times.
 - There is **NO eating or drinking in the classroom** except for screw-top water bottles. This is a safety issue - this room is used by multiple classes, and the tables may have chemicals or other substances on them. For the same reason, makeup, lotions, etc. should remain in backpacks, purses, etc.
 - **Due to staff and students with respiratory issues, spray perfumes, colognes, body sprays, etc. are not allowed in classrooms or the hallways.**

Honor Each Other

- Students are **polite to everyone** in the building
 - *We will speak positively and respectfully to and about each other and support each other during class and group activities.*

Strive for Success

- Students **produce** work that demonstrates their skills and abilities
 - *Make an honest and good attempt on all formative work, ask questions when you need to, pre-read materials before coming to class, get additional help when needed*
- Students actively **participate** in classroom activities
 - *During labs and discussions, students will support their lab partners and classmates by being attentive, cooperative, reliable, and positive towards the efforts of others*
 - *During this class, we are working on Anatomy & Physiology. If materials for another class are out during this time, they may be confiscated.*
- Students come to class with a **positive mental attitude**.
 - *Come prepared to try, and try again. IB ESS is a fast-paced, content heavy course, but learning about the interactions between human societies and the natural systems of the Earth is an exciting and rewarding endeavour!*

Syllabus Signature Sheet

Students: Please read the course syllabus and share it with your parents. Both you and your parents need to sign this sheet, and return it to Mr. Loftis by Friday, August 25th.

At various points throughout the school year I will be showing video clips/educational movies to help students better understand the concepts being taught in class. Please use the comments space below to indicate if you have any concerns with your student viewing videos in class. Videos periodically used in class will not have higher than a PG-13 (or equivalent) rating. If any videos chosen for viewing have higher than a PG-13, a separate permission form will be sent home at least one week before the scheduled screening of the video. You may choose to not have your student view any video, and an alternative assignment will be given in its place.

I have read and understand the policies and expectations for IB Environmental Systems & Societies at Thornton High School. If I choose to not meet these expectations, I am willing to accept the consequences.

Student Name (Printed):

Parent/Guardian Name (Printed):



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Student Signature:

Date: _____

Parent/Guardian Signature:

Date: _____

Comments/concerns:

Safety Review Signature Sheet

Students: Please read the Flinn Student Safety Contract, and share it with your parents. You and your parents both need to sign this sheet and return it to Mr. Loftis. The safety contract is not intended to be a comprehensive list of lab safety regulations, only an outline of general lab safety. By signing this sheet, you agree to behave in a manner that will ensure your safety, and the safety of everyone in the class.

Students will:

- Follow all instructions given by the teacher, both verbally and/or in writing
- Protect eyes, face, hands, and body during class by wearing appropriate clothing and safety gear, including lab goggles, gloves, and lab coat/apron when appropriate
- Carry out good housekeeping practices, such as keeping lab areas clean and uncluttered
- Know the location of safety equipment
- Conduct themselves in a responsible manner at all times in the lab
- Follow any additional safety instructions given by the teacher, verbally or in writing.

I have read and agree to abide by the *Flinn Scientific Student Safety Contract* provided by the teacher, as well as the summarized safety rules listed above.

Student Name (Printed):

Parent/Guardian Name (Printed):



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Comments/concerns: