

Classroom Policies and Procedures for the 2010-2011 School Year

Geology 1P

Room 311

Mr. Traeger

Phone: 952-4205 or 952-4243

e-mail: ttraeger@lcsd.net (Put student name in Subject Line.)

Class Web Site: <http://home.lcsd.net/lchs/ttraeger/>

Course Description

Geology is a laboratory course designed to meet and exceed the California State Science Content Standards for the Earth Sciences in Grades 9-12. These standards can be accessed at the following Website: <http://www.cde.ca.gov/BE/ST/SS/documents/sciencestnd.pdf> This course is approved for the UC section 5B lab science credit. Geology 1P is more academically rigorous than the similar course called 5B Earth Science. As such, it will require higher math/analytical skills and will rely more heavily upon core concepts in biology, chemistry, and physics. Our study of Earth will incorporate topics such as minerals, rocks, soils, geologic time, plate tectonics, volcanoes, earthquakes, and natural resources (water, minerals, and petroleum). Since this course is intended to be lab-intensive, we will use tools such as mathematics, computers, computer-based probes, topographic maps, geologic maps, aerial photos, geographic information systems, and remote sensing from satellites to analyze earth processes. The course will also require some fieldwork both around the school campus and in the Arroyo Seco. Walks of up to two miles can be expected. Alternate assignments will be given for those that cannot participate in field trips for medical reasons. Medical reasons and/or doctor's waivers should be clearly stated on the field trip permission form. College courses with the Geology title generally cover only topics that relate to the solid Earth. This course will also cover topics in oceanography, meteorology, energy resources, and astronomy in order to completely address the California State Science Content Standards for the Earth Sciences in Grades 9-12.

Supplies and Books

Students are expected to bring the following materials to class **every** day:

- The course textbook: Spaulding, Nancy E. and Samuel N. Namowitz, 2003. *Earth Science*, McDougal-Littell, Evanston, Illinois.
- Supplementary textbook available in class: Tarbuck, Edward J. and Frederick K. Lutgens, 1996. *Earth: An Introduction to Physical Geology, Fifth Edition*, Prentice-Hall, Upper Saddle River, NJ.
- A 3-ring notebook stocked with college-ruled paper (8 1/2"x 11") and quadrille graph paper (4 squares per inch, 8 1/2"x 11"). Bound notebooks are acceptable for taking notes, but 3-ring notebooks are recommended for organizing and storing work. You may combine this notebook with other classes.
- Pencils, pens, and a metric ruler (Colored pencils are recommended)
- Scientific Calculator (scientific functions such as logarithms, sine, cosine, and tangent are necessary)
- Computer flash (thumb) drives are highly recommended for moving files between home and school.

Class Website

There is a website for this class. The address is <http://home.lcsd.net/lchs/ttraeger/> The web site is a source for class announcements, PowerPoint notes, classwork/homework assignments, and links to other web sites of interest to the class. Please use the Website often. It exists to ensure your success in this class.

Behavior

Just as the Constitution has a Bill of Rights for all Americans, this class has a Bill of Rights for both students and the teacher. Two very important rights will form the foundation of how we conduct ourselves in this class. They are:

Students have a right to learn!

The teacher has a right to teach!

In the spirit of these two rights, we can work to develop some rules to abide by. These rules can better be described as characteristics that we want to see. The following characteristics are ones that I think will make the classroom a great place to be. What do you think?

Characteristics of a Good Student

- Treats other students and the teacher with respect-this means NO put-downs!
- Does not disrupt the class by coming to class tardy, lingering around class after the bell has rung, shouting out in class, talking to other students, and passing notes
- Is true to her/himself and others (does not cheat on exams, plagiarize materials, or lie.)

Characteristics of a Good Teacher

- Treats students with respect
- Starts lessons on time and gives attention to each student's needs
- Is true to her/himself and others

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Characteristics of a Good Student

- Does her/his very best
- Turns original assignments in complete and on time
- Keeps her/his work area and classroom clean and safe. Treats lab equipment with respect.
- Refrains from eating and chewing gum in class. Drinking water is okay.
- Gives attention to the teacher, does not text message in class, refrains from sleeping in class, does work pertinent to the class, and raises his/her hand when there is a question to be raised, an answer to be given, or a request to leave the seat

Characteristics of a Good Teacher

- Does her/his very best
- Is prompt in grading, recording, and returning student work
- Ensures that classroom is kept clean and safe. Makes sure lab equipment is safe and working.
- Refrains from eating and chewing gum in class. Drinking water is okay.
- Gives equal attention and respect to all students

As you may have noticed, the characteristics of a good student are almost the same as the characteristics of a good teacher. Is this just a coincidence? What do you think?

The following will show the progression of consequences for indecent behavior. The teacher reserves the right to use any or all of these to ensure that students have the right to learn and the teacher has the right to teach.

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ▪ verbal warnings ▪ time outs+away from class ▪ lowered citizenship grade ▪ parent/student/teacher conferences ▪ referral to the assistant-principal | <ul style="list-style-type: none"> ▪ reassignment of seating location ▪ student/teacher conferences ▪ E-mails/calls home to parents/legal guardians. ▪ detention assignment ▪ suspension and/or expulsion |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Please note that the last two consequences are out of my hands. These consequences are more severe and are at the discretion of the assistant-principal. A final word on behavior: You have the ability to enforce the teacher rules just as I have the ability to enforce the student rules. If you see that I am not meeting the expectations, let me know. I will be sure to correct myself!

Grading: Citizenship

- You must obtain a cumulative citizenship average of 2.5 in order to be able to walk in graduation.
- A good citizenship grade can be attained by adhering to all of the characteristics of a good student. The attendance portion will be assessed as follows.

	Outstanding (O)	Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
# of unexcused tardies in one quarter	0-2	3-4	5-6	7 or more
# of unexcused absences (truancies) in one quarter	0	0	0-1	2 or more

Grading: Academic

Academic letter grades that will appear on your transcript are cumulative for each semester. The following categorizes each type of assignment and explains the details of each assignment:

- **Tests, Quizzes, and Projects (45% Weighting)** Tests will be given when a significant amount of related material has been covered. This will generally be at the end of a chapter or combined unit and will occur about once every two weeks. Students that miss a test due to an **excused absence** will be allowed to take the test upon their return to class. Per school rules, students will have number of days absent plus 1 day to get the test made up. A different test may be given. Tests will be worth anywhere from 25 to 55 points, depending on the amount of material covered. Students will be allowed to do test corrections when the test is returned and gone over. The student will be responsible for doing these corrections on a separate sheet of paper. The corrections should then be stapled to the top of the test and then given back to the instructor for assessment. The test corrections will serve as a learning log for students to identify their strengths and weaknesses. The student is also responsible for calculating the amount of points that should be given back before test corrections are

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returned for grading. See the chart on the next page. Tests will be sent home through the student after the test corrections are graded and have been given credit. Test corrections will be due up to one week after handing back the test. The following shows the percentage that will be added back to the test score according to the original grade received on the test. For example: If you received 30/40 on a test, that would be 75%. 75% is considered a C, so you would get 6% back. 6% of 40 points is 2.4, so you would round up and add 2.5 points back to your score. Your new score would now be 32.5/40. Corrections are not available for quizzes or for the final exams.

Letter Grade	A	B	C	D	F
% of Original Test Score	2%	4%	6%	8%	10%

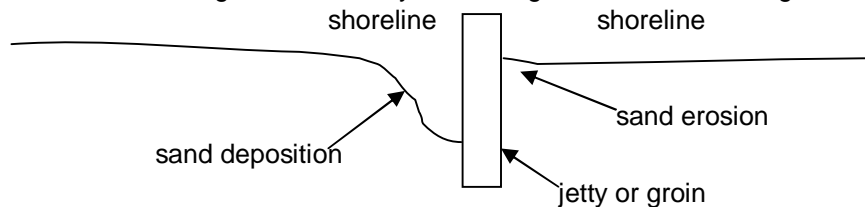
Quizzes that assess classwork and homework understanding will be given randomly in between tests using the [Beyond Question](#) responder system. Quizzes may be unannounced and are worth anywhere from 5 to 15 points. Cheating will result in a zero for the test/quiz and a referral to the assistant principal/honor court if it is severe and/or repeated.

Projects will be assigned periodically. These will generally require some research and homework outside of class. Their completion may require some work over weekends if students procrastinate. You can count on having one project per quarter. The use of <http://www.turnitin.com> may be required before submitting written products. Projects must be documented through the [Noodle Tools](#) website using MLA bibliography and parenthetical documentation, or they will not be accepted. Copying another person's work (plagiarism) is considered cheating and will earn a zero for the assignment and a referral to the assistant principal/honor court if it is severe and/or repeated.

Sample test questions follow for your reference:

Multiple Choice (1 point each)

- Based on the following overhead view diagram, which way is the longshore current moving?
 - left to right
 - right to left



- A seismograph station at Northridge, CA records an earthquake magnitude of 6.7. The magnitude recorded at a seismograph station in La Cañada, CA will be
 - more than at Northridge
 - less than at Northridge
 - the same as at Northridge
 - There is not enough information to answer this question.

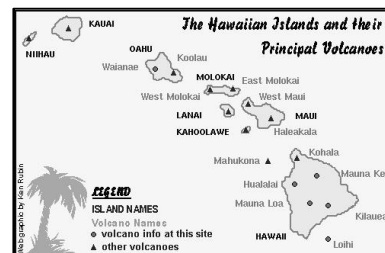
Matching (1 point each)

Please match each location with the most correct volcanic landform. Each letter may be used more than once. Mark the answer on your scan sheet.

- | | |
|-----------------------------------------------|------------------------|
| 1. Mt. St. Helens (Washington State) | a. shield volcano |
| 2. Dantes Peak (depicted in Washington State) | b. caldera |
| 3. Kilauea (Hawaii) | c. composite volcano |
| 4. Paricutin (Mexico) | d. crater |
| 5. Crater Lake (Oregon) | e. cinder cone volcano |

Short Answer/Response

- Refer to the diagram at the right to answer the following question. How were the Hawaiian islands formed? Why is Kauai (the island farthest to the northwest) smaller in area and lower in elevation than the big island of Hawaii (the island farthest to the southeast)? (5 points)
- If the Pacific Plate is moving at a rate of 5 cm/yr toward the northwest, then how many years will it take for the big island of Hawaii to move 100 km?
Show work! (5 points)



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- **Classwork, Labs, and Participation (45% Weighting)** is probably the most important part of the course because it gives the practice necessary to perform well on tests and projects. Classwork includes participation in discussions, warm-ups, labs, note taking, worksheets, and in-class assignments. Participation will be gauged through use of the [Beyond Question](#) responder system by responses to questions given during lecture. Notebooks may be inspected at random intervals to ensure that students are taking notes. Because science is a collaborative effort, students will be expected to work with partners and/or in groups. Safety is very important during labs, so see the section entitled **Safety** for more details. It is difficult to make up labs that require equipment and materials when a student is absent, so it is very important to be in attendance every day. Classwork assignments vary in point value from around 10 to 60 points each. We may correct some assignments together in class. Copying another person's work (plagiarism) is considered cheating and will earn a zero for the assignment and a referral to the assistant principal/honor court if it is severe and/or repeated.
- **Homework (10% Weighting)** can be expected to be assigned on Monday through Thursday nights. Homework will be used to reinforce concepts introduced in class. When homework is assigned, it should be recorded in your notebook or school agenda. Its completion should require anywhere from 15 to 45 minutes of time. Most homework assignments will be completed from the website by using the Google Forms application. Random unannounced quizzes may be given with the [Beyond Question](#) responder system to assess homework completion at any time. Homework that is not submitted to Google Forms on time will be given half credit, up to two weeks from when it was assigned. Homework assignments are generally around 5 to 15 points each. Homework using Google Forms will usually consist of reading the textbook, answering some questions, doing vocabulary, writing a short essay, and/or doing some research on the Internet. Please check the white board in class and web site *every day* for assignments and their due dates. A computer with Internet connection will be required for completing homeworks. It is suggested that you use the computers in the IRC if you do not have a computer with Internet connection at home. Copying another person's work (plagiarism) is considered cheating and will earn a zero for the assignment and a referral to the assistant principal/honor court if it is severe and/or repeated.
- **Extra Credit** will be used sparingly. When done, extra credit will be applied towards the classwork category. Students should make sure to do any extra credit that is offered. Copying another person's work (plagiarism) is considered cheating and will earn a zero for the assignment and a referral to the assistant principal/honor court if it is severe and/or repeated.
- Late makeup work due to an excused absence must be made up within the number of days absent plus one to receive full credit. Late makeup work must be marked **absent** with the date(s) the student was absent in order to receive full credit. Late work for any other reason besides an excused absence will receive ½ credit, up to 2 weeks from the time it was assigned. Otherwise, a zero grade will be assigned. It is the student's responsibility to check the late work file and ask the teacher for any missing work! If the student missed a lab that requires equipment, the student must schedule a make-up time with the instructor as soon as possible.

The following grading scale will determine your letter grade for this class. Grades will be calculated using a weighted percentage scale. Assignments with a greater amount of points will have more of an influence on your grade in a given category.

Grading Scale: Academic			
90% to 91.99% = A-	92% to 97.99% = A	98% to 100%	= A+
80% to 81.99% = B-	82% to 87.99% = B	88% to 89.99%	= B+
70% to 71.99% = C-	72% to 77.99% = C	78% to 79.99%	= C+
60% to 61.99% = D-	62% to 67.99% = D	68% to 69.99%	= D+
0% to 59.99% = F			

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Suggestions for Success

- When in doubt, ask. I am here for you in room 311 every day from 7:20 a.m. until 3:30 p.m. and by appointment. When I am not at school, I can be contacted at the phone number and e-mail address listed in the header. If you e-mail, please make sure to put the student's name in the subject line so that I can intercept the e-mail from the district spam filter and white list your e-mail address. Once your email address is white listed, we will then be able to communicate freely via e-mail.
- After you are absent, check with me to see what you missed. Handouts can be found in the file box near the front door. You must schedule a time with me as soon as possible to make up labs.
- Do not get behind on your assignments! Check your grades often on printouts and Pinnacle web server for Zs.
- Read the text carefully and take notes while you read. Taking notes includes drawing pictures. I recommend reading the text at least twice.
- *Remember* to turn your assignments in! Check your grades often on printouts and Pinnacle web server for Zs.
- Don't be afraid to come in for help. I am here for **you!**

Safety

Because this is a science class, we must be continually aware of safe behavior and practices in the lab/classroom. Let me remind you that safety is no accident. We must take precautions to ensure the health and safety of both ourselves and others.

As a reminder, I have selected a few of the most important rules:

- Never fool around in the laboratory. Horseplay, practical jokes, and pranks are dangerous and prohibited. Let me remind you that horseplay while working on labs will result in a lowered score and zero score if the behavior persists.
- Follow all written and verbal instructions carefully. If you do not understand a direction or part of a procedure, ask the instructor before proceeding.
- When first entering a science room, do not touch any equipment, chemicals, or other materials in the laboratory area until you are instructed to do so.
- Always tell the instructor if you have an accident or if you injure yourself!
- Always keep your work area clean and make sure to clean up after yourself!
- Always wear goggles and proper clothing when working with chemicals, heat, or glassware. Your eyes are your most precious sense. Goggles can be replaced, your eyes cannot!

I am looking forward to being your teacher for the next year. Let's make science fun by keeping it safe!

Detach along the dotted line and return signed by the due date for **10 points of homework credit**.



Acknowledgement

Please print your name, sign your name, and enter the date to indicate that you have read these policies and procedures. Have your parent/guardian sign this sheet as well to indicate that he/she has read them also. When you are done, detach this sheet along the dotted line and return it to me no later than **Wednesday, September 8, 2010. This signature sheet is worth 10 points as a homework assignment. Failing to turn this document in signed will also result in an Unsatisfactory citizenship grade.**

Student Name (print) _____ Student Signature _____

Period _____ Date _____

Parent/Guardian Name (print) _____ Parent/Guardian Signature _____

Parent/Guardian Phone #: _____ Parent/Guardian E-mail Address: _____

Date _____

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Meeting Place in the Event of an Emergency or a Fire Drill

If there is an emergency that occurs during the school day that is outside of class (break, lunch, before school) or during STEP/Homeroom, you would meet with your STEP/Homeroom class for that day. The evacuation route from room 311 is out the north door, turn left, go down the west outside stairwell, and then proceed to the stadium by walking to the north of the IRC. Once you are at the football field, I will take roll again. It is imperative that you stay with our group and not wander around the field talking to other students. We will stay together until the bell sounds for us to return to class. Our meeting place for this class is on the 35 yard line, northeast side closest to the visiting bleachers. See map below for details.

