

COURSE TITLE:

TEACHER(S):

GRADE: \_\_\_\_ ROOM #:

TEACHER(S) BCAM EMAIL(S):

Brooklyn Community Arts and Media High School

Subject: Earth Science

Teacher: Elisabeth Baker

Office hours: TBD

Email Address: [ebaker5@schools.nyc.gov](mailto:ebaker5@schools.nyc.gov)

Room: TBD

**COURSE DESCRIPTION:** *This is an overview of the course. The course should be committed to the following culturally relevant, empowering, and coherence-driven tenets:*

- has students learn valuable and engaging ideas about themselves and about others. (*Identity*)
- covers skills/standards that support college/career preparation, creative, and personal development. (*Skills*)
- has students become smarter about academic challenges, their lives, and the world around them. (*Intellect*)
- engages students about power, discrimination & oppression personally, locally, and nationally/globally (*Criticality*)
- allows for access, success and support both in-school and remotely (*Coherent Methodology*)
- allows for success and support collaboratively and independently (*Diverse Platforms & Methodology*)

EARTH SCIENCE IS THE STUDY OF THE EARTH IN SPACE AND THE TECHNOLOGY CURRENTLY BEING USED TO INCREASE OUR UNDERSTANDING OF EARTH AND THE UNIVERSE. WE WILL STUDY THE LAND, WATER, AND AIR THAT MAKE UP THE EARTH, THE EARTH'S RESOURCES AND HOW THEY ARE USED IN SOCIETY, AND HOW THE EARTH CHANGES OVER TIME.

**ENDURING UNDERSTANDINGS:** *Please state the most important ideas for the course. Please name valuable and empowering ideas about themselves and about others. (*Identity*) Critical and valuable ideas about power, discrimination, oppression and authority in the material, in their lives, and in communities and the world. (*Criticality*) (May we ask enduring questions, what are the continuous questions we keep wanting students to come back to?)*

- Use our growing understanding of earth science to evaluate current events and career opportunities
- To appreciate our dependence on the earth as our life support system and our individual and collective impact on the environment.
- Communicate results through in person and digital presentations.
- Relate earth science principles to our own lives.
- Learn the basic skills of scientific research, and use these skills to devise research projects and interpret research results.
- Understand the fundamental concepts and theories of Earth and Space Science

**SPECIFIC ACADEMIC SKILLS:** *These are the most important skills for the course, including: those that support college/career preparation, creative, and personal development (*Skills*); and those that help students become smarter about academic challenges, their lives, and the world around them. (*Intellect*)*

- Understanding the scale of our world and the universal.
- Using appropriate units in measurement and converting between units.
- Reading and interpreting maps.

BCAM COURSE OVERVIEW: 2020-2021

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| ● Organize and interpret graphs, tables, and charts                            |
| ● Making predictions based on data.  |
| ● Identifying inconsistencies in data.   |
| ● Understanding the features of non-fiction text for comprehension.            |
| ● Decoding words, root, prefixes, suffixes and connections to other languages. |
| ● Using creativity to communicate concepts and data                            |
| ● Asking quality questions   |

**CCL STANDARDS:** *These are the important Common Core Learning Standards (in short form) that will drive the curriculum and connect to units of study and academic skills. No need to list every one!*

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| ● Cite specific textual evidence to support analysis of scientific and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.  |
| ● Determine the central idea or conclusions of a text, summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.       |
| ● Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9 texts and topics. |

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**ASSESSMENTS OF SKILLS/STANDARDS:** *These are the major formative and summative measures that will be used to assess student progress on the specific skills, understandings and standards listed above. Please be specific!*

- Units tests and departmental exams.
- One to one check-ins
- Weekly quizzes
- During close reading student comprehension will be checked and clarification made regarding new terminology.
- Creating research reports and presentations with google slides.

**UNITS OF STUDY:** *These are the titles/descriptions of the primary units covered during the course. These units should develop identity, skills, intellect, and criticality, as described above.*

1. Origin of the Universe and Our Solar System

5. The Earth-Sun-Moon System

2. Earth's Interior and Plate Tectonics

6. Weather

3. Landscapes and Surface Processes

7. Geography, Climate, and Human Cities

4. Geologic History and Evolution of Life

8. Review of Major Topics

**TEXTS/MEDIA:** *This is a sampling of texts, media, materials covered/utilized in the course. These resources are diverse, relevant, empowering and easily accessible and usable both in-school and remotely.*

**Live Lessons:** Google Meet and Zoom

**Online Learning Platform:** Google Classroom accessed with a DOE email address.

**Online Messaging Platform:** Google Classroom announcements, Google Hangouts

**Text:** McGraw Hill Inspire Science- Earth Online Textbook and Student Learning Center

**Online Learning and Practicing Platforms:** Inspire Science Portal, IXL, Edpuzzle

**COURSE RULES AND GUIDELINES:** *These are the mechanisms that will manage the class and if followed result in student success for this course. These rules/guidelines should be fair, democratic, coherent, sustainable and able to be implemented both in-school and remotely, collaboratively and independently.*

- Students will be present and on time to class with cameras on for remote learning.
- Students will complete a Google form to explain any absences.
- Students will be attentive and on task during group discussion.
- Students will make sincere efforts to participate in class discussions, verbally and digitally.
- Students will be supportive of each other and be mindful not to use inappropriate or unkind language.

**COURSE HOMEWORK POLICY:** *This is an overview of homework distribution schedule and the process for completion and collection. This policy is consistent with the school-wide policy (to-be-finalized) and hold students accountable but also supports them, and does so both in-school and remotely.*

Homework will consist of text based assignments, videos, interactive virtual labs, and at home experiments and projects. Large projects will be chunked into stages and will receive feedback before the final grade. Students will be quizzed on homework.

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