**IB Environmental Systems & Societies Syllabus**

**Room:** 36 **Phone:** 503-431-5729  **Email:** kbrill@ttsd.k12.or.us   **Website:** brillscience.weebly.com  
  
**Welcome to IB ESS!** This is a one-year IB level science course for juniors and seniors that provides students with a local and global perspective on issues concerning the environment.  We will place heavy emphasis on field experiences and labs exploring local environmental systems, as well as consider diverse environmental values, public policies, and solutions to current environmental degradation.  
  
**Course Description:** We will cover the IB Environmental Systems and Societies standards. The topics for these standards are listed below. (Greater detail is available in the classroom or online at: ibo.org.)  Content standards are not taught in order.  Students will also display proficiency in career related standards, including communication, work ethic, problem solving, and field and lab skills.

|  |  |
| --- | --- |
| **CONTENT Standards** | **CAREER Standards** |
| Topic 1: Systems & Models  Topic 2: The ecosystem Topic 3: Human population, carrying capacity and resource use Topic 4: Conservation and biodiversity Topic 5: Pollution management Topic 6: The issue of global warming Topic 7: Environmental value systems | **Communication**: Effectively express ideas in writing, speaking, and through presentations.  **Work Ethic:** Demonstrate effort, organization, and timeliness in assignments. Follow class rules.  **Problem Solving:** Connect scientific principles to societal issues using solid reasoning.  **Field and Lab Skills**: Implement techniques appropriately and safely, and include reflection. |

**IB Testers:** If you are considering to test in IB (which you totally should) please attend our ESS Testers meeting October 5th at 3pm in room 36th. We will cover timing and mandatory internal assessments.   
  
**Assessment & Grading:** Students will be graded based on their proficiency in each of the content and career related standards.  This is different from a normal point system.  Content standards will usually be assessed using a unit test, project, field study or lab.  Career related standards will be assessed through class work, practice assignments, labs and teacher observations.   
  
If possible, students may correct any projects, labs, field studies, or exams (exams - only if not proficient) where they did not demonstrate proficiency.  **All attempts at correcting understanding in a standard must be made up within *two weeks* of the original due date.**  
  
We are still working the kinks out of showing proficiency grading on eSIS. For this reason, **DO NOT ASSUME THE PERCENTAGE YOU SEE ON ESIS REPRESENTS YOUR STUDENTS’ GRADE.**Instead they will receive a score of EXCEEDS (5), PROFICIENT (4), or NEARLY PROFICIENT (3) on all graded work.  These numbers will be used in eSIS to show progress, but eSIS will not be used to show the final grade (ignore the percentages).   
  
**How semester grades are determined:**

|  |  |  |  |
| --- | --- | --- | --- |
| To earn an A | To earn a B | To earn a C | To earn a D |
| * Proficient for all content standards * Exceeds proficiency on ½ or more content standards\* * Exceeds proficiency on most career standards |  Proficient for all content standards   Exceeds proficiency on some\* content standards   Exceeds proficiency on most\* career standards |  Proficient for all content standards   Proficient  on most career standards | * Proficient for less than all content standards * Proficient  on some career standards |

*\* This proportion may be altered after 1st Quarter or 1st semester to allow flexibility in course work, but maintain high standards. See Standards handout online for more information.*

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name(Please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Our Routine:** Each unit will begin with a schedule.  Our unit investigations will include a variety of activities, labs, field-experiences, lectures, and discussions.  IB has designed this course to be completed as a two-year study, and consequently we move quickly through material.  Our learning will often be differentiated based on readiness and interest.  To make time for field-studies and reflection, homework will be assigned each class period and is critical to building background.

**Field Studies:** **We go out rain or shine!**We will continue with planned field studies regardless of weather (except lightening).  Students must come dressed properly for field studies. Especially during labs and field-experiences, students are expected to be safe with tools, protect the area they are working in, and make good decisions. Failure to do so may result in a temporary or permanent loss of these experiences.

**Materials:**

1. Parts of this course will be conducted as a paperless course, coursework will be completed, saved, and submitted electronically. Please see me if you do not have reliable internet access at home.
2. Textbooks to be checked out of library:
   1. OX: Rutherford, J. (2009) *Environmental Systems and Societies: Course Companion*. Oxford: Oxford UP.
   2. SBS: Withgott, J., and Brennan, S. (2011) *Environment: The Science behind the Stories*. San Francisco, CA: Pearson Benjamin Cummings
3. A change of shoes and outer layer (fleece or poncho) can be stored in the classroom or in your locker - either way come prepared, and know plans may change.

***\*Please let me know if you do not have reliable Internet access at home. Computers are available for before and afterschool use in classroom.***  
  
**Expectations:**  Everyone in class, including me, should follow our school’s three simple rules:  Be Responsible, Be Respectful, and Be Safe.  This includes being respectful and safe with the living world around us. See Student Handbook for more information.  
  
**Honesty:** Students are expected to do their own work, AND cite their source when adapting or using other’s ideas, images, sentences, or work. No credit will be given for work that is someone else’s.  No credit will be given if students provide work to be copied. For more information of IB’s academic honesty standards please visit ibo.org.  
  
**Attendance & Tardiness:** In the event you must be absent it is your added responsibility to collect assignments and make-up learning.  Use the class crate (in room 36), your peers, and our class website and blog as a resource.  Whenever possible discuss your absence with me in advance. Because of the nature of our class, not all labs and field studies will be available to student’s missing class or who are tardy. Being tardy distracts classmates, and me, and should only occur if your tardy is totally unavoidable.  I will follow the school’s tardy policy.  
  
**Late Work:**Late work may not be graded based on timing and other work load issues.  Student’s work ethic and field study credit will be deducted for any unit with late work. If you need more time on an assignment or have extenuating circumstances, please see me before the due date and we will work out a solution.  
  
**Getting Help:** I will make myself available before and afterschool for help, see the calendar in the classroom or online for days that I will be afterschool. Please sign-up on the calendar in my classroom if you need to meet with me.   Students should try to get help during the posted times, or arrange another meeting time between 7:30-3:30 each school day.  Email is the best way to get a hold of me outside class time.