



Course Name	Instructor	Instructor E-mail & Availability
Earth Science/Energy Resources	Laura Cornelious	<a href="mailto:lkornelious@aps.k12.co.us">lkornelious@aps.k12.co.us</a> Availability: Monday/Tuesday/Thursday 3:15-4:45 PM
Course Website	Class Meeting Times & Location:	Prerequisites
	Monday, Tuesday, Wednesday: 1:20PM-2:15PM  Friday: 11:10AM-12:35PM	None

### Course Description

The Earth science course is designed to interpret and understand the world around you. In order to do so, students will investigate and study the interactions between the four major Earth's spheres, including the geosphere, atmosphere, hydrosphere and biosphere in order to explain Earth's formation, processes, history, landscapes, how and why Earth changes over time. The course will also explore how current actions of man interact and affect Earth's spheres leading to local and global changes. Topics to be addressed include, but are not limited to, the scientific method, mapping Earth's surface, minerals, rocks, plate tectonics, earthquakes, volcanoes, geologic time, and meteorology. Students will participate in laboratory exercises, small group activities, web based investigations, class discussions, projects, and research.

### Standards

Content Area: Science

Grade Level Expectations: High School

Standard: 1. Physical Science

5. Energy exists in many forms such as mechanical, chemical, electrical, radiant, thermal, and nuclear, that can be quantified and experimentally determined

2. There are different forms of energy, and those forms of energy can be changed from one form to another - but total energy is conserved

Standard: 3. Earth Systems Science

1. The history of the universe, solar system and Earth can be inferred from evidence left from past events

3. The theory of plate tectonics helps explain geological, physical, and geographical features of Earth

7. Natural hazards have local, national and global impacts such as volcanoes, earthquakes, tsunamis, hurricanes, and thunderstorms

## Quarter 1 Earth's Surface

Our earth is right here under our feet, and a lot of knowledge can be gained from looking down at terra firma. This unit introduces the surface of our earth. Students learn about mapping the earth as it is, and then learn how the surface of the earth changes due to weathering and erosion. In a hands-on laboratory, students study earth's soils, comparing and contrasting them and examining how desertification takes place.

Introduction to Earth Science

Spheres of the Earth

Mapping the Earth

Weathering

Erosion

## Quarter 2 Rocks and Minerals

The beauty of minerals and the earthiness of rocks form the basis for this unit. Students start by examining and defining crystals, with lots of hands-on activity. The three kinds of rocks are examined, and then students tackle the rock cycle, which shows the interrelationships between the various rock types. The rock cycle is an underlying, unifying feature, a "big idea" of geology.

- Identifying Minerals and Crystals
- Laboratory: Minerals and Crystals
- Laboratory: Mineral Identification
- Igneous Rocks
- Sedimentary Rocks
- Metamorphic Rocks
- The Rock Cycle
- Laboratory: Rock Cycle

### **Quarter 3 Energy and Earth Resources**

One of the most important issues facing us today is our use of energy. Whether it is our relationship to fossil fuels or our concern with nuclear energy, we need to understand and make wise decisions about our resources and the energy we can get from them. What are the issues and debates surrounding our consumption of natural resources? How can we ensure that the next generation will have enough resources to advance? In this unit students will study the science of resources, which will give them a basis to participate in one of our society's most important debates.

- Energy Resources
- Fossil Fuels
- Consumption and Environmental Effects
- Alternative Energy Resources
- Resource Management

### **Quarter 4 Renewable and Nonrenewable Energy Resources**

- . Fossil Fuels
- . Solar Energy
- . Water
- . Biofuels
- . Geothermal Energy

Notebook  
Writing Utensil

### Grading

Students will be graded on a 4 point scale for all assignments

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

### School Policies

#### REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

#### MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, truancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

#### TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

#### PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

**NON-ACADEMIC TECHNOLOGICAL DEVICES**

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices\* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. \*Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. **Aurora Central High School is not responsible for lost, stolen or damaged electronic devices.** This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

**Classroom Policies**

**Tear off and return THIS PAGE only and return to Ms. Cornelious (teacher).**

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: \_\_\_\_\_(print)

Grade \_\_\_\_\_ Period \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Phone Number: \_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_

Aurora Public Schools  
Aurora Central High School  
English – Targeted Reading Comprehension  
Teacher: Ms. Cornelious  
Room: 364

### **Course Description**

This course is aligned with the English Core Learning and goals are prepared by the Colorado State Department of Education. This course will also reinforce students' mastery of the Core Learning Goals identified by the State of Colorado for its High School Assessment Program.

Targeted Reading Comprehension is a yearlong required course that will enable students to become skilled readers of wide range of literature, including prose, poetry, and short stories. Students are expected to read and respond to a variety of literature, independently, in group discussion, and in writing. All facets of language arts - listening, speaking, reading, writing will be covered. The study of language in use – grammar, mechanics, sentence structure, and usage will be incorporated in this yearlong course as well.

### **Course Objectives**

The student will demonstrate the ability to:

- Respond to a text by employing personal experiences and critical analysis.
- Compose a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
- Comprehend language by applying the conventions of Standard English in writing and speaking
- Evaluate the content, organization and language use of texts.
- Demonstrate the ability to respond to a text by employing personal experiences and critical analysis.
- Demonstrate the ability to compose in a variety of modes by developing content, employing specific forms and selecting language appropriate for a particular audience and purpose.
- Demonstrate the ability to control language by applying the conventions of Standard English in writing and speaking.
- Demonstrate the ability to evaluate the content, organization of text

### **Classwork**

This category might include all work begun and/or completed in class, warm-ups, class discussions, group activities, student journals, participation, and other assigned tasks.

Homework might include all work completed outside of the class setting, including but not limited to: readings and/or related tasks, constructed responses, student's journals, and other tasks, as assigned.

Assessment (Oral and Written) might include tests, quizzes, presentations, projects, and quarterly or unit assessments. Pop quizzes will be given!

**Grading Scale:**

A = 4.0-3.5

B= 3.49-3.00

C = 2.99-2.00

D = 1.99-1.00

F= 0.99-0.00

**For a 4:**

- Assignment is completed on time
- Work is thoroughly shown
- Every problem is attempted

**For a 3:**

- Assignments on time with a few problems missing or lacking work shown on a few problems
- Fully completed with work shown, but one day late

**For a 2:**

- On time and at least 50% done
- Fully complete with work shown, but more than one day late

**Must Redo If:**

- Less than 50% complete
- Little or no work shown (even if answers are present)

**Teacher's expectations:**

- Show respect to your teacher and schoolmates.
- Follow the classroom rules and procedures.
- Be prepared to learn daily.
- Participate in activities as directed
- Complete and submit all classwork and homework assignments in time, no late assignments will be accepted.
- Be prepared daily: on time; in proper uniform; have pen, textbook, and paper
- No electronic devices
- No food or drink
- No passes the first 10 minutes and the last 10 minutes of class

**Contact Information**

Laura Cornelious

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