

Hello WALC Seniors and parents/guardians,

I hope you all are doing well. This class has always been a bright spot for me, and I sincerely miss spending time with you all. I know this is probably not how you wanted to spend the last year of high school, but I hope you have been able to stay in virtual contact with your friends and look forward to the time when you can celebrate your achievements in person.

In your second year of WALC, we will focus on systems. How do systems shape us? We will begin by learning about why we see different rock structures on Earth before diving into what specific rocks and minerals we see in these structures. From there we will consider how rocks weather to form soils and how soil interacts with the water cycle. Ultimately we will learn about the important biogeochemical systems taking place in the geosphere, biosphere, and hydrosphere that sustain life on Earth.

How do we shape systems? By the second semester we will begin to consider how population dynamics impact different ecosystems. We will then transition into learning about how humans impact different earth systems and how we might be able to mitigate this impact.

Everyone needs support in order to understand complex and abstract ideas like those in environmental science. No one person has all of the intellectual strengths brought forth in the class, but everyone brings some strengths. We will work in groups to struggle through these concepts, relying on our diversity of strengths, ideas, and experiences to build understanding.

### **Course Outline**

Fall Semester	Content	Spring Semester	Content
MP #1	Zero Waste, Plate Tectonics, Rocks and Minerals, Weathering	MP #4	Atmospheric Dynamics, Water Cycle, Water Quality, Toxicology
MP #2	Earthquakes, Carbon Cycle	MP #5	Renewable Energy, Population Dynamics
MP #3	Climate Change, Environmental Action	MP #6	Ecosystems, Nitrogen Cycle, Phosphorous Cycle,

### **Ms. DeAraujo's Online Classes**

I will be working based on these principles:

1. None of us asked for or expected this
2. The priority is taking care of ourselves, our loved ones, and each other
3. We can't just do the same things online that we did before, though we will use those structures as we can to provide continuity and connection.
4. We must be flexible and understanding of each other, and work to provide connections and accommodations as best we can.

Balboa has a distance learning schedule as follows:

### WEEK 1: A-B-A-B-A

- Monday, Wednesday, & Friday → 1st, 2nd, & 3rd Periods
- Tuesday & Thursday → 4th, 5th, & 6th Periods

Time Block	Monday (A)	Tuesday (B)	Wednesday (A)	Thursday (B)	Friday (A)
9:00 - 10:20 (80min)	1st period (80min)	4th period (80min)	1st period (80min)	4th period (80min)	1st period (80min)
10:20 - 11:40 (80min)	2nd period (80min)	5th period (80min)	2nd period (80min)	5th period (80min)	2nd period (80min)
11:40 - 12:20 (40min)	Lunch/Club Meeting Time	Lunch/Club Meeting Time	Lunch/Club Meeting Time	Lunch/Club Meeting Time	Lunch/Club Meeting Time
12:20 - 1:40 (80min)	3rd period (80min)	6th period (80min)	3rd period (80min)	6th period (80min)	3rd period (80min)
1:40 - 2:30 (50min)	8th Period JROTC Leaders Lab Only	8th Period JROTC Leaders Lab Only		8th Period JROTC Leaders Lab Only	8th Period JROTC Leaders Lab Only

### WEEK 2: B-A-B-A-B

- Monday, Wednesday, & Friday → 4th, 5th, & 6th Periods
- Tuesday & Thursday → 1st, 2nd, & 3rd Periods

Time Block	Monday (B)	Tuesday (A)	Wednesday (B)	Thursday (A)	Friday (B)
9:00 - 10:20 (80min)	4th period (80min)	1st period (80min)	4th period (80min)	1st period (80min)	4th period (80min)
10:20 - 11:40 (80min)	5th period (80min)	2nd period (80min)	5th period (80min)	2nd period (80min)	5th period (80min)
11:40 - 12:20 (40min)	Lunch/Club Meeting Time	Lunch/Club Meeting Time	Lunch/Club Meeting Time	Lunch/Club Meeting Time	Lunch/Club Meeting Time
12:20 - 1:40 (80min)	6th period (80min)	3rd period (80min)	6th period (80min)	3rd period (80min)	6th period (80min)
1:40 - 2:30 (50min)	8th Period JROTC Leaders Lab Only	8th Period JROTC Leaders Lab Only		8th Period JROTC Leaders Lab Only	8th Period JROTC Leaders Lab Only

\* All periods meet 5x every 2 weeks for a total of 400 minutes

## FALL SEMESTER 2020 - Distant Learning

### WEEK 1: A-B-A-B-A

- Monday, Wednesday, & Friday → 1st, 2nd, & 3rd Periods
- Tuesday & Thursday → 4th, 5th, & 6th Periods

### WEEK 2: B-A-B-A-B

- Monday, Wednesday, & Friday → 4th, 5th, & 6th Periods
- Tuesday & Thursday → 1st, 2nd, & 3rd Periods

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Aug	8/17-8/21	1	A	B	A	B	A	
Aug	8/24-8/28	2	B	A	B	A	B	
Aug-Sept	8/31-9/4	3	A	B	A	B	A	
Sept	9/7-9/11	4		B	A	B	A	9/7 Labor Day
Sept	9/14-9/18	5	B	A	B	A	B	
Sept	9/21-9/25	6	A	B	A	B	A	
Sept-Oct	9/28-10/2	7	B	A	B	A	B	
Oct	10/5-10/9	8	A	B	A	B	A	
Oct	10/12-10/16	9		B	A	B	A	10/12 Indigenous People's Day
Oct	10/19-10/23	10	B	A	B	A	B	
Oct	10/26-10/30	11	A	B	A	B	A	
Nov	11/2-11/6	12	B	A	B	A	B	
Nov	11/9-11/13	13	A	B		A	B	
Nov	11/16-11/20	14	A	B	A	B	A	
Nov	11/23-11/27							Thanksgiving Break
Nov-Dec	11/30-12/4	15	B	A	B	A	B	
Dec	12/7-12/11	16	A	B	A	B	A	
Dec	12/14-12/18	17	B	A	B	A	B	
Dec	12/21-12/25							Winter Break
Dec-Jan	12/28-1/1							Winter Break

For our classes:

- I will communicate at least twice a week with all our classes using google classroom.
- I will lead live and/or recorded lessons on Zoom for each class during the scheduled period. For live sessions, I will send the documents they are expected to use during this class period.
- Each class will look like this:
  1. The first 10 minutes of the class will be for students to log on, set-up, and complete their do now. We will make sure at this point that no personal images or information is visible. Throughout the zoom session, student audio should be muted.

2. The next 60 minutes will be the actual lesson with students. Students will be asked to work in groups and/or individually, to take notes, to complete worksheets, activities, projects, and assessments.
  3. The final 10 minutes will be for goodbyes and a transition break.
- I may also assign approximately one hour of homework outside of our lessons per week. Deadlines will be flexible.
  - All assignments and notes will be posted on Google Classroom. Students, please do become familiar with Google Classroom if you are not, as it is the easiest way for you to download and turn in assignments. [Here is a page with videos on how to use Google Classroom's features.](#)
  - The point of all this is to learn and build community, not to add one more point of stress to our lives. Please engage with the class as best you can and use it as an opportunity to connect again and learn.

#### Office hours

I will meet one on one with students on a rotating basis before class begins. Students can also ask questions and request help over email, as well as request appointments for meetings during the 2pm - 3:30pm block.

#### Grading

As of this moment, SFUSD has not announced its grading policy. We will update you all with how it affects my class once they announce it, but we will assume an A-F scale for now.

You can calculate your grade in my class for each six-week marking period by dividing the points you have earned by the total points possible. The semester grade will be calculated using these percentages: each marking period will be worth 28% and the final will be worth 16%. The final exam is a requirement for passing each semester. In other words, if you do not take it YOU AUTOMATICALLY FAIL THE SEMESTER. The percentages below are approximate but roughly show how grades for each marking period are calculated.

#### *Baseline Requirements – BR (60%):*

Quizzes, Projects, Lab Reports: There will be at least one quiz per marking period as well as projects and lab reports that will assess students on what they have learned. You will be able to revise these assessments if you are unsatisfied with your score.

Notes / Notebook: You will do most of your notes, lab work, and homework in your bound notebook. I will grade your notebooks at least once a marking period, focusing on your note taking (including vocabulary terms), labs, and writing but also looking at the overall organization and neatness. If I cannot read your notebook due to its disorganization and/or illegibility, you will be marked down. I expect you to maintain your notebook as a learning tool for yourself. The notebook must have a table of contents with dates, titles, and page numbers. You can tape or staple completed worksheets and quizzes into your notebooks as well.

#### *Other Class & Homework – OC (10%):*

In-class work: Students will frequently work on in-class assignments individually or in groups.

Homework: Students will be assigned homework that will likely be completed in their notebook, but will be graded under the OC category.

*Participation – P (30%):* All students are expected to actively and positively help themselves and other in the class to learn. Students are given participation points for being on time, listening respectfully to their classmates, contributing ideas, and staying focused. Participation is a large part of your grade because it makes class more fruitful for all of us.

Student Products: 1) Online Notebook: Starting week 3 students will write all Do Nows, Notes (and interactions), and Summary and Responses in a notebook, which will be shared with me. You may also hand write the notes and upload photos of the notes onto the google document. Share it with your instructor. 2) Group work documents: Students may be asked to complete work in groups. 3) Video presentations: Students may be asked to record video presentations on certain topics. 4) Papers: Students may be asked to complete written assignments based on what they have learned in class 5) Quizzes: Students may be asked to complete quizzes in the form of google surveys.

#### Adjustment/revisions to this plan

If I make any other adjustments to this plan I will communicate to you all over Google Classroom and Synergy email.

#### Contact Me

Please do contact me and see me for help or to answer any questions. My room is open during lunch, or you can email me at [dearaujoj@sfusd.edu](mailto:dearaujoj@sfusd.edu).

Please note SFUSD's student norms for distance learning:

- **Be respectful, responsible, and safe-** The rules from your school apply to your online environments as well. Keep your language respectful, compliment others for positive contributions, and be safe with your information.
- **Consider your Digital Footprint-** Anything recorded or posted online is out there for anyone to find and use, positively or negatively. Make sure what you put out there shows you in a positive light.
- **Don't share your personal or private information-** Keep personal information off the internet that others can use like your full name, birthdate, address and phone number. Never share your username or password.
- **Write and read postings carefully to avoid unnecessary confusion-** Remember that your peers cannot see your body language or hear your tone of voice, so you need to keep your language direct and respectful.
- **Ask for help if you get lost-** If you are having a hard time following what's being talked about or don't understand a part of the conversation, please let others know so they can help you get back on track.

## Class Norms

We will build these norms together, and you will add them to the box below.

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

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

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

Student, by writing your name you agree to abide by the guidelines stated in this document: \_\_\_\_\_

Student Phone Number: \_\_\_\_\_

Student Email: \_\_\_\_\_

Please let me know if you have any questions!

Best,  
Ms. DeAraujo