

Natural Resources 1

Welcome to Natural Resources 1! I am very excited to be working with you and wish each of you to be successful in this class. In order to help you succeed I am giving you some information about this course.

Course Objectives: This course will look at how natural resources managers and environmental scientists maximize biodiversity and minimize extinctions through habitat preservation and restoration, removal of invasive species, regulation of water quality, hunting and game management, and slowing the rate of climate change. A natural resource is anything that people can use which comes from nature. People do not make natural resources, but gather them from the earth. Examples of natural resources are air, water, wood, energy, iron and coal. This curriculum is "inquiry based" and gives students many opportunities for hands-on, self-directed experiences embracing diverse learning styles.

Instructor: Mike Dove **Classroom Phone:** 541-475-7265 Ext. 2367
Email: mdove@whitebuffalos.net

Materials Needed: All students are required to bring the following; pens, pencils, paper, and a three-ring binder. (Without the materials listed a student may be considered tardy.)

Course Outline*:

Unit	Unit Description
1	Sustainability
2	Biodiversity
3	Extinction
3	Habitats
4	Invasive Species
5	Water/Water Quality
6	Wildlife Management
7	Climate Change
8	Carbon Sequestration

Grading:

This course is standards-based. Each standard in the course (or group of related standards) will be assessed. Students will be expected to complete practice work assignments for each unit of study.

The rubric below provides information about how assessments will generally be scored. This rubric serves as a basic guide, as each individual assessment will have its own, more specific rubric.

F (0-0.99)	D (1.0-1.99)	C (2.0-2.74)	B (2.75-3.49)	A (3.5-4.0)
Student has provided little to no evidence of understanding the standard.	With minimal help from the teacher the student is able to demonstrate general knowledge of the standard.	Student has the basic skills and understanding of the standard.	Student completely understands the standard and skills.	Student is able to apply the knowledge and skills from the standard beyond what was covered in class.

Standards:

Next Generation Science Standards:

HS-ESS2-7 Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

HS-ESS3-3 Create a computational simulation to illustrate the relationships among Management of natural resources, the sustainability of human populations, and biodiversity. HS-ESS3-4 Evaluate or refine a technological solution that reduces the impacts of human Activities on Earth's systems.

HS-ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Oregon State Science Standards:

HS-LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

TAG/IEP consideration:

IEP: I will be reviewing IEP files the first few weeks of school and will be in close contact with our special education team and will work closely with EA's in my classroom to make sure that I am meeting student needs. I work hard to support unique student learning needs and to meet my students where they are in their learning process.

TAG considerations: Students and parents are welcome to give input if they feel that the student's needs are not being met in the classroom. These are strategies that I use in my classroom to meet the varying needs of students:

- Assignment modification: The regular assignment may be modified to meet the needs of the student. There will sometimes be enrichment work given for students who choose to do on their own. Additionally, some students who are fast-paced learners may be given the opportunity to work ahead if they choose.
- Cluster/Small grouping: Grouping students with similar needs, interests, and/or abilities.
- Enrichment: Activities that add to or go beyond the existing curriculum
- Flexible Grouping: Students are grouped together to receive appropriately challenging instruction
- Higher level critical thinking: Higher order thinking skills to gain understanding of complex problems.

Class Policies:

1. **"EVERYONE DOES EVERYTHING! NO BYSTANDERS!**
2. We will all treat one another with **RESPECT!** Students will work in cooperative groups and grades will be based on individual and cooperative work. Groups will be assigned randomly and rotated at the teacher's discretion.
3. **TARDINESS:** Being tardy to class is a loss of instructional time and a distraction to your peers. Tardiness will not be tolerated.

4. **LATE WORK WILL BE ACCEPTED UNTIL THE END OF EACH UNIT.** All students will have access to all assignments and resources through google classroom and in person. We know some situations are out of your control and we will work with our students in these cases with missing assignments.
5. **Summative Assessment (Test) Retakes:** You may re-take any exam you feel you did poorly on within 2 weeks (or otherwise posted timeline) of the original exam and you must have no missing assignments. . It is up to you to make time **outside** of class to come in and retake tests. It may or may not be the same exam...get help if needed and re-study the material. Taking the exam again without getting help first is a waste of our time and paper!
6. **Food and Drink:** are not allowed on days we will be performing a lab, otherwise as long as you CLEAN UP after yourself it is fine. If the room gets too messy though I will revoke this rule without warning!
7. **PERSONAL ELECTRONIC DEVICES are NOT ALLOWED in class.** By the way, this includes cell phones, ipod/MP3s, and game devices. Do not wear headphones and tell me that the device is "off." Do not put 1 ear bud in your ear and tell me "I can hear you just fine." If these items are visible to me you will need to turn the device into the personal electronics bin. You may get your device when you leave class. If this becomes a regular issue, lunch detentions, calling home, or confiscating the device for longer periods may result as the consequence.

How To Turn In And Collect Completed Assignments:

Paper Assignments:

- All work should be turned into the appropriate in-box. DO NOT leave things on my desk in my office or hand me the paper while I am occupied with another task. *By following these simple policies, I have been able to avoid lost work!!*
- If your paper is not in the box & you know you have turned it in, check the "No-Name" box!

Digital Assignments:

- Work completed in Google Classroom will be turned into Google Classroom. Be sure you are turning assignments into the correct spot. Otherwise, your work will go into the wrong folder and will not be graded.

Make Up Work:

- When you are absent you are responsible for obtaining and doing make up work, including quizzes and exams. You have the number of days you were absent to turn in the missing work. See me BEFORE/AFTER SCHOOL OR AT LUNCH to set up a time to receive instruction on your missed work. Please do not expect me to be able to get you caught up in the few minutes right before class starts or after it ends as I have to prepare for another class.

Pass Policies:

- Only **ONE** person can use the restroom at a time. **1st 10/Last 10 no PASS!!!**
 - Sign out on the clipboard when you leave, sign in when you return the pass.
 - You do not need to ask me if you may go to the restroom...in fact please DON'T interrupt class to do so. If you need to go...go, but remember you are missing instruction so HURRY. I will not re-teach material nor will I wait for you!
- If your use of the pass becomes a habit or you cannot follow the pass use rules you will lose the privilege of its use.

The primary reason students pass this class is because they hand their work in. It doesn't have to be perfect, it doesn't always have to be completed, but it should be handed in on time for some credit. The reason students do not pass is because they are either not here enough or they do not turn in assignments.

If there are any special circumstances that I should know about or anything that comes up during the year please do not hesitate to talk to me about it. I consider myself to be a strict teacher, but I strive to be fair and consistent. Students will be expected to behave in class and follow all school and class rules. If class behaviors interfere with the learning of the class as a whole, the student will be excluded from class until a meeting can be scheduled with parents, the student, administrators, and myself to come up with a working solution to the problem. I encourage parents to call or come see me at any time. Your well-being and education is my greatest concern!

Thank you for taking the time to read this!

Sincerely,

Mike Dove

Madras High School CTE Natural Resources/Outdoor Recreation

mdove@whitebuffalos.net

Natural Resources 1 Syllabus Signature/Acknowledgment

I have read and accept that I/my student am/is accountable to the policies in the syllabus.

Student Name _____

Student signature _____ Date _____

Parent /Guardian Signature

Parent /Guardian Signature

Please check if appropriate:

_____ I do not want my child's photo, voice or video on the class website or used publicly.