



Course Syllabus

Earth Systems

Year: 2024-2025

Instructor: Ms. Cassandra Dorsey & Mrs. McLeod **Room/Cubicle Number:** Room 714, Cubicle C, Room 1002A

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Course Name: Earth Systems

Textbooks/Resources Used: Earth Systems HMH (available through the Launchpad)

Required Supplies: Chromebook, Calculator, Scratch Paper

Suggested Supplies: Notebook, Pen/Pencil

Course Description: Earth Systems is an exploration into topics surrounding our Earth including its history, the fast and slow changes to Earth's surface, its natural resources, and human impacts. We will also explore Earth in the solar system & space. We will follow the [Georgia Standards of Excellence](#).

Course Outline and Content:

- Unit 1: Formation of Earth Systems (3 weeks)
 - Unit 2: Plate Tectonics, Earthquakes, Landforms, and Geologic Hazards (4 weeks)
 - Unit 3: Landscape Change (2 weeks)
 - Unit 4: Rocks and Fossils (Geologic Time) (3 weeks)
 - Unit 5: Weather and Climate (3 weeks)
 - Unit 6: How Life On Earth Shapes Earth Systems (3 weeks)
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Bell Schedule and Course Structure: Impact Academy High School will follow a schedule of synchronous learning via Google Meets on Monday, Tuesdays, and Thursdays. You will log in to each class on your schedule for whole-group instruction. On Wednesdays and Fridays,

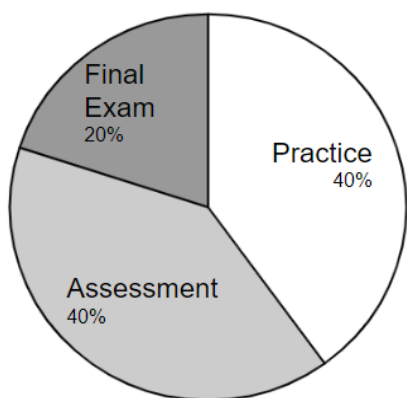
students will work asynchronously. Additional expectations are explained below. The bell schedule can be found [here](#).

Virtual Expectations: In order to support successful virtual learning at home, here are some quick tips:

1. Agree to provide a “distraction- free” environment during the school day for your student.
Ex: Put away non-academic electronics, turn off TVs, limit loud conversations, protect the student’s work time
2. Create a designated work space in a quiet area, such as an office, table, or desk. All supplies should be nearby.
3. Check your student’s grades regularly. Be sure to sign up for Google Classroom reports to monitor progress and check that you are able to access Infinite Campus.
4. Students AND guardians should make it a habit to check their emails once per school day.

See [Impact Academy’s All A’s Conditions for Online Learning](#) for more guidance.

Grading System: This course will follow the grading policy outlined in the HCS Handbook.



Scientific Discourse: Scientific discourse is a style of communication that is a core part of good science. It is a way to share ideas, data, and observations, and to persuade an audience of the value or truth of those ideas. Students will be expected to engage in scientific discourse in this class on a minimum weekly basis. They will receive a scientific discourse grade based on the rubric posted in Google Classroom.

Attendance Policy: Attendance will be taken each period. All teachers must take attendance within the first 15 minutes of class. If a student is more than 15 minutes late to class, but remains in class for the entire class period, the student will be marked tardy in IC. If the student arrives to class on time, but leaves within the last 15 minutes of class, the student will be marked tardy in IC. If the student arrives on time or after the first 15 minutes of class and leaves anytime prior to the last 15 minutes of class, the student will be marked absent in IC.

Students who do not attend class at all will be marked absent in IC.

Students who are not actively participating and engaged in class may be “put out of the virtual classroom” and will be counted absent. Active participation defined as, but not limited to, asking and answering questions, commenting in the chat, engaging in collaborative online documents.

Asynchronous Days: Wednesdays and Fridays are asynchronous instructional days. Students will be provided assignments that must be completed (see below). Wednesdays are open to students for face-to-face instruction. It is highly recommended that students notify their instructor using the Google form if they are going to be on campus on Wednesdays. Fridays are open to students for face-to-face instruction by teacher invitation only.

Asynchronous Expectations: Students will be assigned work on asynchronous days just as they would on any other school day. Asynchronous days are not just “catch up” days- important reinforcement and new learning can happen on these days. While you might have a more flexible schedule on your asynchronous days, you should still login and plan to spend a typical block of time working on each class. Remember that attendance on asynchronous days will be counted based on whether your work is completed or not.

On-Campus Instruction or Tutoring: If you need additional help, you may attend in-person on Wednesdays and follow your normal class schedule. You may also be invited by teachers to attend in-person on Friday if we feel it might benefit your learning and mastery of the content. If you will be joining us on campus, please fill out [this form](#) to let us know.

Virtual tutoring is available by appointment only on asynchronous days. Please [view the calendar](#) to reserve a time if you need additional help.

Late Work and Missing Work Policy: Please be proactive with the completion of assignments. Do not expect to be able to turn in all of your assignments at the end of the semester. Once an assignment is due, you have a grace period of 3 days after the due date to submit the work with the possibility of a penalty. For example, if the due date was Monday, the grace period for late submissions will last until Thursday. Accommodations for students with IEPs and 504s will be followed as outlined in their plans. Late work due to **excused absence** will be accepted according to the district’s late work policy (see student handbook).

Academic Honesty: Students are expected to submit items that are their own work. Plagiarism is never acceptable; when resources are used, they should be cited within the student’s work. If you are caught cheating, copying, plagiarizing or using any form of dishonesty to complete your coursework, a grade of zero will be given for the work in question. Furthermore, parents will be contacted and letters of recommendation for college and scholarships may be withheld for students found to repeatedly engage in dishonest practices.

Here are some examples of acceptable collaboration:

- Clarifying ambiguities or vague points in-class handouts, textbooks, or lectures
- Discussing or explaining the general class material
- Providing assistance with setups for solving problems or doing labs
- Discussing data that you and your partner observe and record
- Discussing assignments to better understand them

Now for the dark side. As a general rule, if you do not understand what you are handing in, you are probably cheating. If you have given somebody the answer, received answers from someone (or Google), you are cheating. In order to help you draw the line, here are some examples of clear cases of cheating:

- Copying lab conclusions or assignment answers from another person or source, including retyping their answers, changing variable names, copying ideas without explicit citation from previously published works (except the textbook), etc.
- Allowing someone else to copy your labs or written assignments, either in draft or final form
- Getting help from someone whom you do not acknowledge on your assignment
- Submitting electronic work completed by another student or downloaded from the internet
- Copying from another student or using google during an exam, quiz, or midterm. This includes receiving exam-related information from a student who has already taken the assessment and/or Googling an assessment item or utilizing ChatGPT.

If you are not sure or if you think you need help, please reach out and ASK!

Please acknowledge that you have read and understand all of the objectives, requirements, and expectations for the course using the form linked below:

<https://forms.gle/Pah4zX6DCPRA57QK8>