

7 Essential Principles of Marine Science:

1. The Earth has one big ocean with many features.
2. The ocean and life in the ocean shape the features of the Earth.
3. The ocean is a major influence on weather and climate.
4. The ocean makes the Earth habitable.
5. The ocean supports a great diversity of life and ecosystems.
6. The ocean and humans are inextricably interconnected.
7. The ocean is largely unexplored.

In Marine Science students will have myriad opportunities to choose their focus of study through project based learning. They will be supported, encouraged and expected to participate in collaborative learning experiences. In addition to doing the science, students scientists will also be engaged with the societal and cultural aspects of human relationships with the sea. Within the context of learning about the ocean, students will examine solutions to human made problems with a lens of equity and social justice. For example, we begin the year with a mapping activity that examines the role of the Mercator Projection in our perceptions of land mass and the ways in which imperialism has (and continues to) impact resource allocation and oppressive legislation around the globe. My goal is that students complete the course with an understanding of how their own existence is impacted by the oceans and, conversely, the ways in which it is impactful as well.

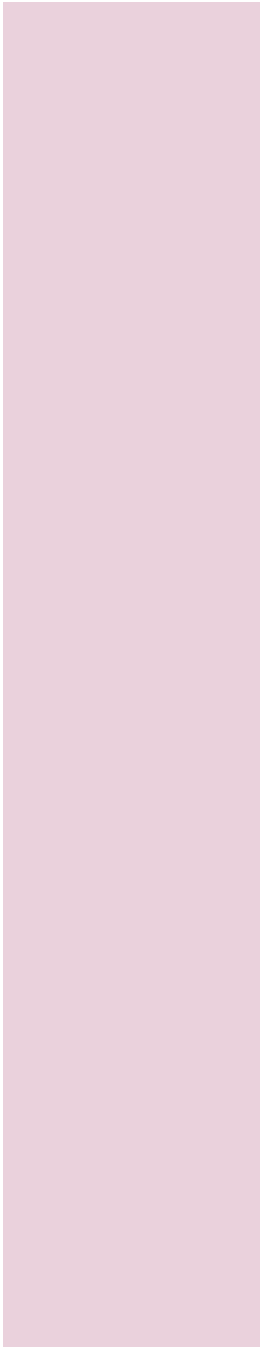
Section 3: Student Learning

The following standards will be explored in the course:

https://www.coexploration.org/oceanliteracy/documents/OL_HS_Sept18_Print.pdf

I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:

- Inclusive and Collaborative Problem Solvers
- Inquisitive Critical Thinkers with Deep Knowledge
- Transformative Racial Equity Leaders
- Resilient and Adaptable Lifelong Learners
- Powerful and Effective Communicators
- Positive, Confident and Caring



We discuss the concepts of respect, engagement, thoughtfulness and responsibility. Students then have time to reflect and put into their own words what a learning environment that can protect

I will cultivate culturally sustaining relationships with students by:
making an effort to try to have a personal interaction with each student, every class period.
During the first week of school they complete a survey that illuminates me on their personal academic support needs and what they are comfortable sharing with me about their lives.
Using the Remind app. and emailing parents/guardians to offer positive feedback about things that are going well and successes their students are having.

Families can communicate what they know of their student's needs with me in the following ways:
Canvas
Remind
PPS email

I will celebrate student successes in the following ways:
Praise
Exhibition of their work for others to enjoy
Letters of appreciation
Emails to parents/guardians



I will solicit student feedback on my pedagogy, policies and practices by:
using exit tickets and anonymous surveys as well as fostering trusting relationships where student's feel confident advocating for themselves and the group by voicing concerns and suggestions about how I am delivering content.

When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:

Over the years, I have found private conversations with students who are struggling to adhere to our shared classroom agreements to be the most effective strategy for supporting them in choosing to do so. If this is unsuccessful, I often use a variety of other strategies to address the behavior.

	I will provided opportunities for students to choose to share and showcase their work by: presenting to the class as instructors themselves and with gallery exhibitions.
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Section 5: Classroom Specific Procedures	
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	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <p>Please try to be on time. If you are late, please join us with the least disruptions possible.</p> <p>Let me know when you need a Hall Pass, I am happy to provide you one.</p> <p>Please do try to limit your time outside of the classroom during class time.</p> <p>Please remember to center our shared classroom agreements.</p>
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	<p>I will collect work from students in the following way:</p> <p>For hard copies, you can leave it on the table by the door on your way out.</p> <p>Digital work will be submitted via Canvas.</p> <p>All hard copy work will be dated by hand by the student before turning it in.</p>
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	<p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <p>we will meet to determine a reasonable and realistic plan for submitting the missing work.</p>
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	<p>My plan to return student work is the following:</p> <p style="padding-left: 40px;">within a week of submission.</p>
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Graded projects, points determined based on project, communicated before project is begun and will include rubric with examples. These will be graded in Synergy.

Students and I will partner to determine how they can demonstrate their abilities in the following ways:
Collaborative creation of rubrics, self assessment, peer assessment.

Section 8: Grades Progress Report Cards & Final Report Cards

Students & Families can go to the following location for up-to-date information about their grades throughout the semester:

SYNERGY! I will NOT be using Canvas for grading purposes! I will use, at times, to provide feedback only.

I will update student grades at the following frequency:

Weekly

I will communicate the following marks on a progress report:

P

P = (currently) Passing, the percent will show in the report

NG

NG = There is currently no proficient evidence of learning

The following system is used to determine a student's grade at the end of the semester:

90 - 100% A

80 - 90% B

70 - 80% C

60 - 70% D

< 60% NG

I use this system for the following reasons/each of these grade marks mean the following:

This system is the one most folks are familiar with.

A approximates mostly 4's on graded formative assessments and >90% on summative assessments.

B approximates mostly 3's on graded formative assessments and >80% on summative assessments.

C approximates mostly 3's on graded formative assessments and >70% on summative assessments.

D approximates mostly 2's on graded formative assessments and >60% on summative assessments.

NG me