

Public Academy for Performing Arts

Class Syllabus

Environmental Science

Teacher Information

Teacher: **Mr. Ramirez**

Room #7

Email: cramirez@paparts.org

Teacher website: Google Classroom: Codes will given in class

Phone (at PAPA): 505-830-3128 ext 24610

Office hours: My prep is 6th period, and I am generally available during high school lunch or during 8th period.

Course Description

This course explores the relationship between humans and the environment, emphasizing the impact of human activities on the natural world and strategies for sustainable living. Students will examine ecological principles, environmental challenges, and potential solutions to global environmental issues. The course includes both theoretical concepts and practical applications to foster environmental stewardship and informed decision-making.

Course objectives

1. Understand the world Earth's spheres and how they interact with each other.
2. Critically examine human impacts on ecological systems past, present and future.
3. Question and analyze current human resource and energy needs.
4. Research multiple forms of energy and debate their pros and cons.
5. Communicate importance of conservation strategies and policies in regard to water, biodiversity, and more.

Next Gen Science Standards and Curriculum Map

This class is taught with a few core ideas in mind. They are that students should be taught what will be covered on the End of Course Exam, students should be

prepared for the New Mexico Assessment of Science Readiness (NM-ASR), students should be prepared for entry level science courses at the post high school level, and students should be taught science in a way that makes them think critically of the world around them. I will be generally following the Recommended Course Curriculum Map for Physics that NMPED has put out. The map follows the newly adopted Next Gen Science Standards and should be a good road map for success in the current testing format.

Photosynthesis	HS – LS1 – 5
	HS – LS2 – 5
Recycling and Regeneration	HS – ESS2 – 1
	HS – ESS2 - 3
	HS – ESS2 – 6
	HS-LS2-4
Ecosystems	HS – ESS2 - 2
	HS – ESS2 - 4
	HS – ESS2 - 5
	HS-LS2-1
	HS-LS2-2
	HS-LS2-7
	HS-LS2-7 NM
	HS-ETS1-3
Population & Growth Studies	HS-ESS2-7
	HS-LS2-6
	HS-LS2-8
Pollution	HS-ESS3-6
	HS-LS4-5
	HS-LS4-6
	HS-ESS1-5

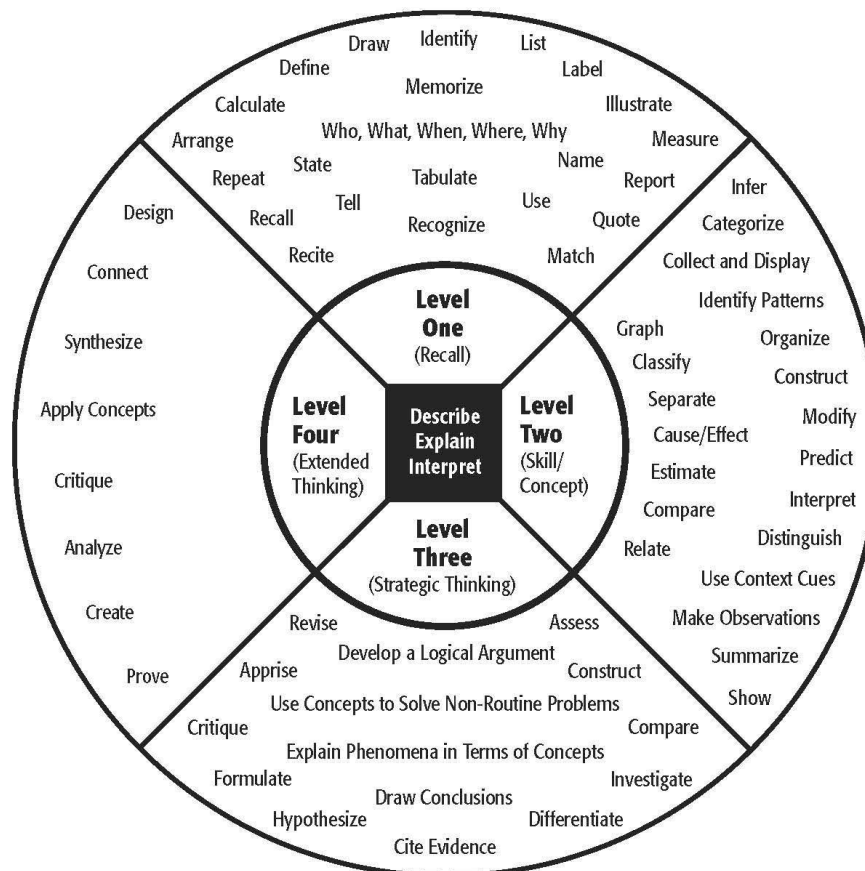
	HS-ETS1-2
Conservation of Natural Resources	HS-ESS3-1
	HS-ESS3-2
	HS-ESS3-3
	HS-ESS3-4
	HS-ETS1-1
	HS-SS2-NM

Webb's Depth of Knowledge

Webbs DOK is a framework for thinking about students and how they engage with content and knowledge. Gone are the days of simple rote memorization taking up all of the academic day (hopefully). Students in my class, and all of PAPA for that matter, are taught in multiple engaging ways to stimulate learning at more than

just the surface level. Ideally, students are taught to recall facts, demonstrate, or communicate information, think strategically about the information and finally delve even deeper and utilize that material.

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Google Classroom

Google Classroom will be the primary class website. All assignments, resources, links, etc. will be posted to Google Classroom. Students are expected to check their Google Classroom daily and parents are suggested to check it once or twice a week. Zoom links, resources, assessments/assessment links and assignments will all be posted in the “Assignments” tab and placed into weekly topic folders.

Textbooks

There are no textbooks for this course this year. This was a strategic choice to better implement new teaching tactics and better allocate funds.

Materials Necessary

Every student will need one notebook to copy notes and answer bell ringers into. Students will also be required to have two folders or binders to store their work in. Students are expected to come to class every day with pens and pencils. Scientific calculators are recommended. A fully-charged Chromebook and charger will also be required every day.

Late Work/ Make-up Work

All late work/make-up assignments will be accepted for full credit at a reasonable timeframe for excused absences only. Late work turned in without an excused absence will be accepted up to 1 week late. However, each day of lateness will be penalized by 15% of the full grade.

Grading

Grading will consist of a total point system, in which all grades, unless otherwise stated, will be of an equal weighting. Semester grades will consist of 40% period 1, 40% period 2, and 20% final exam. Please check your grades on PowerSchool at least once a week. The grading scale will go as follows.

Letter Grade	Percentage Points
A+	100 – 97
A	96.9 – 93
A-	92.9 – 90

B+	89.9 – 87
B	86.9 – 83
B-	82.9 – 80
C+	79.9 – 77
C	76.9 – 73
C-	72.9 – 70
D+	69.9 – 67
D	66.9 – 63
D-	62.9 – 60
F	Below 60

Extra Credit

Extra credit may be earned at various points throughout the year through various means. Test or classwork corrections may be made for partial credit at my own discretion. I will also make you aware of lectures, performances, or demonstrations outside of class that you may attend for extra credit.

Class Expectations and Norms

Students In my class will be held to the highest of standards in the following domains. Please know that what I ask of you I also intend on following. I will try my best to model respectfulness and professionalism every day with every student.

- **Respectfulness**

- E.g.

- Practice active listening to faculty and peers.
 - Practice inclusiveness and kindness
 - Take care of class materials.
 - Assume best intent.

- **Professionalism**

- E.g.

- Come prepared to class. With materials and work necessary.
 - Put your best effort in your work.
 - Practice collaboration and problem solving with peers
 - Wear appropriate academic clothing.
 - Be *Present* in class. Focus on the task/class at hand.
 - Use technology appropriately.

- *Academic Dishonesty and Cheating*

Students are expected to put in their top effort academically and show integrity throughout the course. Plagiarism is not tolerated in this class. Whether that be from an article or a friend or AI. We will discuss how to properly cite your sources and how you should help others and receive help from others appropriately. Furthermore, AI programs will not be allowed on classwork or homework unless prior permission is given. This will be on a case by case basis. If you are unsure if it is appropriate to use AI for a given task, either ask me or err on the side of caution and do not utilize it.

- 1st offence: I will mark the assignment as a “zero” and give options to regain credit.
- 2nd offence: I will mark the assignment as a “zero” without the option to regain credit. I will also contact the parents.
- 3rd offence: I will mark the assignment as a “zero” and refer the student to administration.

- *Food and Drink Policy*

Students may not eat in class. You may finish your snacks before entering my class or place them on the side ledge by the entrance until you leave. Students may drink water freely. Anything else must be in a spill resistant container (soda with a cap or bottle that snaps/locks shut) or placed at the side of the classroom.

- Students caught eating in class or drinking anything other than water in inappropriate containers will receive the following recourse.
 - 1st offence: A warning and instructions to place food/drink inside of classroom.
 - 2nd offence: Student will come into class during lunch to vacuum the area student was eating/drinking.
 - 3rd offence: Student will come into class during lunch to vacuum half of the classroom. Parents will be notified.
 - 4th or greater offence: Student will vacuum entire classroom; parents will be notified and administration will be alerted.

Student Technology Policy

Technology is an important tool for learning and will be used regularly in this course. Students are expected to use all school-issued and personal technology responsibly, respectfully, and for educational purposes only.

- Students are expected to bring their charged Chromebook and any other required learning materials to class each day.
- Technology should only be used for teacher-directed instructional activities. Accessing games, social media, streaming services, messaging platforms, or other non-instructional websites during class is prohibited unless specifically authorized by the teacher.

In accordance with the 2026–2027 PAPA Student Handbook, wireless communication devices must remain silenced, secured, and out of sight during the school day unless a documented accommodation applies. This includes cell phones, smart watches, smart glasses, wireless earbuds/headphones, gaming devices, personal tablets, and personal laptops.

Students should not use personal electronic devices during class transitions, instructional time, or other portions of the school day unless permission has been granted by school staff. If a parent or guardian needs to contact a student during the school day, they should contact the front office rather than calling or texting the student directly.

Leaving the Classroom

Students are to sign out and back in anytime that they leave the classroom. This will be recorded either on paper forms or Google Forms. If you need to leave the class for any reason, you *MUST* make a visible request that I acknowledge and approve of. This is for your own safety as well as proper classroom function. For several reasons no more than 1 student may be out at a time.