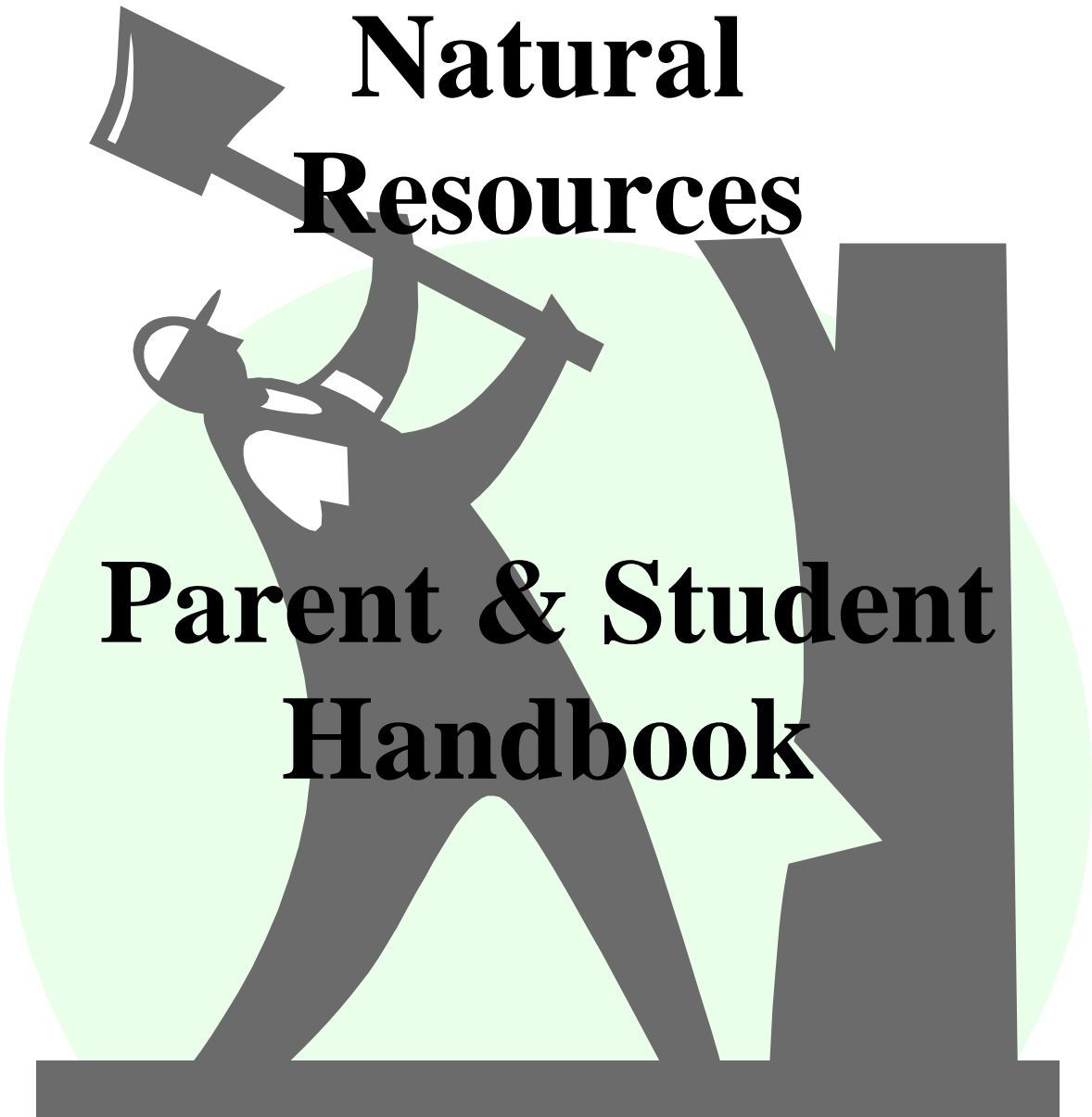


2008 -2009

**Natural
Resources**

**Parent & Student
Handbook**



Natural Resources Skills Class

2008 – 2009

Student Conduct Expectations and Consequences for Classroom Time

The purpose of this document is to make sure there is a clear understanding of what classroom behaviors will and will not be tolerated in this class and lay out the consequences for a poor choice of behavior. This unique class is a privilege. You are expected to treat it as such and express positive behavior and work ethic. You choose your own actions and now that you know the consequences to certain actions you will choose your own consequences as well. We will not tolerate any animosity/attitude towards us or others when consequences befall you.

Attendance

1. When the bell rings the door will close. Since it locks you will need to knock to gain admittance. This is to cut down on students choosing to make their lunch/break a bit longer than allotted.
2. Just because you tell us you are going to be late does not automatically mean you will not be counted as tardy. (An excuse is not an automatically approved reason.)

Respect: *(To feel or show honor, esteem, or consideration for/toward)*

1. Respect = Compliance. If you are asked/told to do an assignment or task you are expected to do so with out complaints. If you refuse to comply then you will be assigned a Thank You Letter. This is a letter of appreciation you are to write to a member of the Natural Resources Advisory Board of your choosing. If this letter will be either due within two days, by the end of class, or in correlation with a given referrals. If it is not turned in the time frame in witch it is assigned, or if it does not meet expectations then you will receive a REFERRAL. This referral will not only be for your original choice of behavior, but for also not complying with the follow up assignment for your actions.
2. You will respect the teacher and Para educator in this classroom as well as each other. This includes remaining silent during all instruction, and when asked to be quiet. Socialize in your free time. Do not waste ours.

3. Video Expectations are posted in the classroom and are to be in your journal along with this handout. If you fail to meet a Video Expectation you will be given the Respectful Apology assignment. This is a letter you are to write apologizing for your choice of actions. If this letter is not turned in with in two days of being assigned, or if it does not meet expectations then you will receive a REFERRAL. This referral will not only be for not meeting the Video Expectations, but also for not complying with the follow up assignment for your actions.

Language

1. Fowl or bad language is both disrespectful to whom it is directed and to those who are subjected to hearing it. This will be a positive and PROFESSIONAL learning environment. Cursing will not be tolerated!!!
2. It is under our discretion what is and is not appropriate language.
3. Any indecent language will result in a Thank You Letter assignment.

Help

1. We are here to help you with any questions or problems that you may have in this class. That being said. I do not help those whom I do not SEE actively seeking the answers themselves.
2. We are not here to give you all the answers or do your work for you. We are not here to repeat things over and over due to you putting your social life above learning. We will repeat things only once.
3. If after something has been explained to you and you still do not understand, we expect you to raise your hand for assistance so that the rest of the class may move on.
4. Constant, intentional or socially caused delays will merit a trip to the DMZ.

Cell phones, MP3 players, or other electronic devices that are seen in class will be confiscated. First time it will be returned after class. After that you may pick it up in the DMZ.

Natural Resources Class Syllabus

***Class Vision:** Provide hands-on, relevant natural resources research experience while meeting the needs of individual students and the North Olympic Peninsula region.*

Class Overview:

Natural Resources is a class for people who enjoy science and nature, are interested in the possibility of a job or career in a natural resources field, and/or are the least bit curious about the natural world. This class runs through both semesters. Class meets in the itv classroom for one hour each day plus in the natural areas near your school for approximately one full-day per month. If students demonstrate sufficient learning, they will earn 0.5 credits per semester in their choice of science, Career and Technical Education (CTE), or elective.

What will we BE?

We will be a learning community of individuals holding high expectations while working toward their own and the classes' achievement. As a class we will establish and agree to the expectations for the year. This will include expectations for our BE-havior and what we need from each other in order to BE successful. I have two non-negotiable expectations; we will all be SAFE and RESPECTFUL.

What will we DO?

We will spend weeks at a time learning what we need to be reliable field workers, and then we will apply what we have learned to real-world service projects in our community. We will use the scientific inquiry method and high-level thinking skills as tools to help us understand the world, ourselves, and the connections between the two. We will learn and practice skills that are essential to success in the work-force. We will also gain a deeper understanding of the unique place where we live.

Most of the specific projects we work on will be decided collectively by the teacher and the Natural Resources Advisory Board. We will choose projects that are appropriate based on the seasons and what the Olympic Peninsula has to offer. Later in the school-year, students will be provided the opportunity to select projects based on their own interests. Through experiencing the world around us and engaging in service projects, we will hopefully be inspired as students and citizens of our community.

The main topics we study will include GPS, Fish and Wildlife, Water and Watersheds, Forests, Geology and Soils, and Ecosystem Restoration.

Student Learning Objectives:

The Natural Resources Advisory Board, which consists of professionals who have jobs related to natural resources, helped create the QUEST Framework. QUEST is an acronym for the five major student learning objectives (skills students should have after completing this class), which are **Questioning, Understanding, Employability, Safety, and Terra Cognita (Understand the Land)**. All of our class work and projects will be aligned with the QUEST learning objectives.

Class Texts:

Various field guides, textbooks, and readings to be determined . . .

Grading in Natural Resources:

Students in Natural Resources need to show that they have learned all the Natural Resources Skills listed in the QUEST Framework. Students will create and maintain a portfolio containing evidence of this. Students show their learning of each skill by including or pointing to evidence of their class-work related to the skill AND by completing one of the four assessment strategies for every skill.

Assessment Strategies:

To show learning of each QUEST Natural Resources Skill, students can choose to complete any of the following four assessment strategies. The completed assessment strategy will accompany class work. Each semester, students must complete at least one and at most ten of each assessment strategy.

- **Reflection Paper**
A typed essay answering specific questions
- **Oral Presentation**
A well-prepared presentation to class that includes visual aids
- **Demonstration**
A successful performance of some skill, teacher awards certificate of completion
- **Dialogue**
A scheduled one-on-one meeting with the teacher to discuss student learning

How will we be graded?

Grades will be given for Reflection Papers, Oral Presentations, Demonstrations, and Dialogues based on specific expectations provided to the students on grading rubrics.

What will my grade look like?

We will use the four point grading system and letter grade translation system listed below.

4 = Exceeds Expectations
3 = Meets Expectations
2 = Approaches Expectation
1 = Needs Improvement
0 = No Evidence

3.5 – 4	=	A
3 – 3.4	=	B
2.5 – 2.9	=	C
2 – 2.4	=	D
0 – 1.9	=	F

How will credits be awarded?

An overall semester grade of D or above will earn 0.5 credits. However, students wanting their credit to be in science need to have passing grades in both Questioning and Understanding and students wanting their credit to be in CTE need to have passing grades in both Employability and Safety.

Please contact me with questions or comments, dlieberman@portangelesschools.org or 565-1892.

I have read, and I understand all of the above information

Student's Printed Name and Signature

Date:

How to Get a Grade in Natural Resources

In this class, you're graded on your 'mastery of' or 'growth in' the QUEST Skills.

You show your mastery or growth by completing assignments AND THEN doing one of the four assessment strategies FOR EACH SKILL.

1. Reflection Paper
2. Oral Presentation
3. Demonstration
4. Dialogue

(Explanations and Rubrics in Journal)

In your assessment strategy, you make a claim of 'mastery of' or 'growth in' a specific skill. Then you fully describe and attach or point to your journal prompts and/or class work that relates to this skill. Finally, you support your claim of 'mastery' or 'growth' by explaining how your work on these assignments shows your learning.

A Step-by-Step Guide:

Step 1: Do all the journal prompts and assigned class work.

Step 2: Figure out which QUEST Skills you've mastered or shown growth in.
(Each week, you should try to focus on one skill)

Step 3: Pick a couple or few assignments that you think show your mastery of a specific QUEST Skill.

Step 4: Do an assessment strategy for that Skill.

1. Reflection Paper
2. Oral Presentation
3. Demonstration
4. Dialogue

For First Semester: you are to complete ONE of these a week!!! To pass the semester you need 14 completed with an overall passing grade!!!

Please ask Mr. Lieberman or Mrs. Williams if you are un-clear on any of this.

Natural Resources Skills Class

2008 – 2009

Student Conduct Expectations and Consequences

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3. If after something has been explained to you and you still do not understand I expect you to raise your hand for assistance so that the rest of the class may move on.
4. Constant, intentional or socially caused delays will merit a trip to the DMZ.

Any cell phones, MP3 players, or other electronic devices seen will be confiscated. First time I will return it after class. After that you may pick them up in the DMZ.

Video Expectations:

- 1. To be facing the monitor with your whole body**
- 2. To have your eyes on the monitor.**
- 3. To stay seated**
- 4. To wait until Mr. Lieberman is done talking before raising your hand to ask a question**
- 5. To ask topic related questions**
- 6. Not to expect Mrs. Williams to repeat everything Mr. Lieberman said**
- 7. To not talk or make noisy distractions**
- 8. To remember that the microphone picks up EVERYTHING**
- 9. To make sure that you are visible to Mr. Lieberman**
- 10. To be respectful towards Mr. Lieberman, Mrs. Williams, and all others in the classroom**

Demonstration

A demonstration is an in-class or in-field performance of a specific Natural Resources Skill. Please communicate with the teacher in advance of a time that you want to do your demonstration. A successful demonstration (meaning an average score of 3 or higher) will earn a certificate of achievement for the specific Natural Resources Skill demonstrated. In your demonstration, be sure to address all of the following points.

- **Preparedness:** Be ready with all materials you need. Be sure to have practiced the skill before the demonstration. Show your journal to the teacher before the demonstration starts.
- **Document in Journal:** Before you do your demonstration, be sure to do all the following in your journal: Write the Natural Resources Skill you are planning to show mastery of or growth in. Write your detailed plan for how you are going to show your mastery of or growth in this skill.
- **Show Mastery of or Growth in Skill:** Clearly state (out loud) the Natural Resources Skill. Demonstrate mastery of or significant growth in the skill through high quality work in the demonstration.
- **Focus on the Task:** Maintain focus throughout the demonstration.

Name: _____

Natural Resources Skill Code: _____

Demonstration Grading Rubric:**Preparedness:**

Brings extra materials and is extra ready to perform/work.	Has practiced for demonstration and brings all needed materials.	Has not practiced or forgets needed materials.	Forgets needed materials and is not ready to perform/work.	No Evidence
4	3	2	1	0

Comment:

Document in Journal:

Writes the specific skill and a detailed, step-by-step plan for a successful demonstration.	Writes the specific skill and a complete plan for a demonstration.	Writes the skill and a plan for a demonstration, though the plan is incomplete.	Does not write the skill and/or the plan or the plan is incoherent.	No Evidence
4	3	2	1	0

Comment:

Show Mastery of or Growth in Skill:

Clearly states the skill and shows work/skill of the highest quality.	Clearly states the skill and shows work/skill of sufficient quality.	States the skill and shows work/skill that has one problem.	Does not state the skill and shows work/skill that has multiple problems.	No Evidence
4	3	2	1	0

Comment:

Focus on the Task:

Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time.	Focuses on the task and what needs to be done some of the time. Others must remind this person to focus on the task.	Rarely focuses on the task and what needs to be done. Others need to step in to do the work.	No Evidence
4	3	2	1	0

Comment:

Dialogue

Please schedule and participate in a one-on-one conversation with the teacher about your learning of a specific Natural Resources Skill. If it is mutually agreed upon (this is usually assured by an average score of 3 or higher), the students will receive a certificate of achievement for the specific Natural Resources Skill discussed. In preparing for and carrying out the dialogue, be sure to address all of the following points.

- **Preparedness:** Have your main points written down and the materials you will be using in hand for the dialogue.
- **Explanation of Learning:** State the Natural Resources Skill that is the topic of the dialogue. Show work and explain how you've mastered or grown in the specific Natural Resources Skill. Describe what you've learned as a result of doing work related to this Natural Resources Skill.
- **Engagement in Dialogue:** Be engaged in the dialogue. Show your engagement by asking and responding to questions, making eye contact, and using appropriate body language.
- **Feedback:** Take notes on feedback that the teacher gives during the dialogue. Respond to or act upon feedback promptly and appropriately.

Name: _____

Natural Resources Skill: _____

Dialogue Grading Rubric:

Preparedness:

Has main points + more written down. Is ready with materials and mindset to start dialogue.	Has main points written and brings needed materials.	Has not written main points or does not have all needed materials.	Does not have main points written and/or materials and is not ready to start the dialogue.	No Evidence
4	3	2	1	0

Comment:

Explanation of Learning:

Shows and explains multiple work examples. Describes her/his learning in a thoughtful way.	Shows and explains one example of work. Describes what learning has happened.	Shows one example of work. Briefly describes what learning has happened.	Does not show example of work and/or does not describe what learning has happened.	No Evidence
4	3	2	1	0

Comment:

Engagement in Dialogue:

Stays engaged (100%) of the time and asks thoughtful questions.	Stays engaged most (99-90%) of the time and asks/responds to questions.	Stays engaged some (89%-75%) of the time and responds to questions.	Attention wanders off (engaged less than 75% of the time).	No Evidence
4	3	2	1	0

Comment:

Feedback:

Takes notes in journal on the all the feedback the teacher gives. Responds to feedback in words + actions.	Takes notes in journal on some of the feedback the teacher gives. Responds to some feedback.	Does not take notes on most of the feedback the teacher gives. Does not respond to most feedback.	Does not take notes on the feedback the teacher gives and does not respond to feedback.	No Evidence
4	3	2	1	0

Comment:

Oral Presentation

Please prepare an oral presentation to show your learning of a specific Natural Resources Skill. Deliver this presentation to your peers during class. In your oral presentation, be sure to address all of the following points.

- **Preparedness:** Have your presentation completed, rehearsed, and ready to start on time. You are strongly encouraged to have notes to refer to during the presentation.
- **Speak Clearly:** Talk slowly and clearly without mispronouncing words or mumbling.
- **Stay on Topic:** Clearly state the Natural Resources Skill you've shown mastery of or growth in, what assignment contains evidence of this, and how your work on that assignment demonstrates your learning.
- **Visual Aids:** Prepare visual aids to help illustrate your point. Possibilities for visual aids include power point slideshows, pictures, copies of assignments, tangible props or costumes.

Name: _____

Natural Resources Skill Code: _____

Oral Presentation Grading Rubric:**Preparedness:**

Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.	No Evidence
4	3	2	1	0

Comment:

Speak Clearly:

Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces one word.	Often mumbles or can not be understood OR mispronounces more than one word.	No Evidence
4	3	2	1	0

Comment:

Stay on Topic:

Stays on topic all (100%) of the time and covers all of the points.	Stays on topic most (99-90%) of the time and covers all of the points.	Stays on topic some (89%-75%) of the time and covers most of the points.	It was hard to tell what the topic was. Major points were left out.	No Evidence
4	3	2	1	0

Comment:

Visual Aids:

Student uses several visual aids (e.g. power point and props) that show considerable work/creativity and make the presentation better.	Student uses 1 visual aid that shows considerable work/creativity and which makes the presentation better.	Student uses 1 visual aid which makes the presentation better.	The student uses no visual aids OR the visual aids chosen detract from the presentation.	No Evidence
4	3	2	1	0

Comment:

Reflection Paper Tips

A Reflection Paper is a Persuasive Essay.

You are to persuade the reader that in Natural Resources class you have shown growth in (or if you're confident, mastery of) one QUEST Skill.

Use standard 5-paragraph essay format with all of the following:

- An introduction (or thesis) paragraph,
- Three (or more) main body paragraphs that support your thesis,
- A conclusion paragraph.

Here are some specific ideas to help each part of your essay

Introduction Paragraph (Introduce why you are writing the paper):

- Write what you know about the QUEST Skill, including writing out its full text
- Make a claim that you have shown growth in (or mastered) the skill
- Introduce how you are going to support your claim

Main Body Paragraphs:

Summarize (write about examples that support your claim):

- Write about one or more examples of class work that you think are good examples for you (you may use multiple paragraphs for multiple examples)
- Write so that someone who has never heard of this class could understand exactly what you did – use details to help accomplish this

Describe (write a detailed description of your learning):

- Describe what you learned through the class work
- Describe what you learned about the QUEST Skill

Explain (how does your work show you've grown in the QUEST Skill?):

- Connect specific parts of the class work and/or your learning with the QUEST Skill
- Explain how you've grown using details and specific examples
- Describe what you've learned about yourself

Conclusion Paragraph (Sum up what you've written):

- Re-visit your original claim of growth in (or mastery of) a QUEST Skill
- Summarize your paper in a few short sentences

Reflection Paper

Please write a reflection paper to show and reflect on your learning of a specific Natural Resources Skill. In your paper, be sure to address all of the following points.

- **Professional Appearance:** Your paper should be typed and checked for proper spelling and grammar.
- **Natural Resources Skill and Explanation:** State the Natural Resources Skill you have shown mastery of or growth in. Either attach the assignment or provide a clear description of the class work you did that relates to this specific skill. Explain how your work shows your mastery of or growth in the specific Natural Resources Skill.
- **Summarize and Describe:** Summarize the assignment and the work you did to complete it. Describe what you've learned as a result of doing this work.
- **Include Details:** Include details from your assignment and/or class work to support your claim of mastery of or growth in the specific Natural Resources Skill.

Name: _____

Natural Resources Skill Code: _____

Reflection Paper Grading Rubric:**Professional Appearance:**

Paper is typed well organized. There are no spelling or grammatical errors.	Paper is typed and well organized. There is one spelling or grammatical error.	Paper is neatly written or typed, There are few spelling and/or grammatical errors.	Paper is sloppily handwritten. There are many spelling and/or grammatical errors.	No Evidence
4	3	2	1	0

Comment:

Natural Resources Skill and Explanation:

Includes and uses multiple criteria (assignments, class work, etc.) to judge mastery of or growth in the topic.	Uses 1 example of an assignment or class work to judge the personal mastery or growth.	Tries to use work to judge personal mastery or growth, but does not apply the criteria accurately.	Fails to make an assertion or support an assertion of mastery or growth.	No Evidence
4	3	2	1	0

Comment:

Summarize and Describe:

Thorough and thoughtful summary and description using multiple ways of wording and/or diagrams.	Thoughtful work. All requirements met.	All elements addressed, but gaps in summary or description or both.	Difficult to understand and off topic. Pieces missing and/or incomplete explanations.	No Evidence
4	3	2	1	0

Comment:

Include Details:

Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	No Evidence
4	3	2	1	0

Comment:

Respectful Apology

- Student: _____ Date: _____
- I am writing this letter of apology because of my lack of respect following Video Expectation #: _____
- Video Expectation # ___ is

- In a letter apologies to either Mr. Lieberman, Mrs. Williams, the class as a whole, or an individual student for your conduct/ choice to not follow expectations. This letter needs to be extremely respectful to not only whom it is directed towards, but to the actual assignment itself. It should be *sincere, well thought out, and include what you could do to remedy this in the future.*
 - This letter is to be written in conjunction with the referral you have received
 - This letter is to be completed quietly by the end of class
 - This letter is due within 2 days of it being assigned.
 - If the letter is not turned in on time, or does not meet expectations then you will receive a referral. The referral will not only be for your original choice in behavior but also for non-compliance in this assignment.

Thank You Letter

● **Student:** _____ **Date:** _____

● **As a consequence to your choice to**

- You have been given the opportunity to avoid a referral by writing a thank you letter to a member of the board that advises and steers this class.
- This letter should be sincere in showing gratitude towards a particular board member for their efforts to make this class be the best it can be. It should include at least 2 things about this class that you appreciate, like, or admire.
 - This letter is to be written in conjunction with the referral you have received
 - This letter is to be completed quietly by the end of class
 - This letter is due within 2 days of it being assigned.
 - If the letter is not turned in on time, or does not meet expectations then you will receive a referral. The referral will not only be for your original choice in behavior but also for non-compliance in this assignment.

● **Board Members and their Rolls:**

People who you may write to:

Liam Antrim
Dwight Barry
Jack Ganzhorn
Mike Hagen
Jacob Jackson
Carol Johnson
Janet Kearsley
Ellen Matheny
Clea Rome
Kim Sager
Norm Schaaf
Darek Staab
Jeff Ward
Trevor Anderson
Valley Creek Streamteam
Justin Knoebel
Cindy Rogers
Hannah Robbins
Joy Stokka
Frank Geyer
Sam Fox
Scott Horton

Their Role:

Advisory Board Member
Advisory Board Member
Advisory Board Member
Advisory Board Member
Advisory Board Member
Advisory Board Member
Advisory Board Member
Advisory Board Member
Advisory Board Member
Advisory Board Member
Advisory Board Member
Advisory Board Member
Advisory Board Member
UW Beetle Blitz!!! Researcher
Streamkeepers
Rayonier Forester – Mapping Field Trip
Skills Center Field Trip Driver
Americorps Field Trip Support Educator
Americorps Job Skills Coach
Quileute Nat. Res. Habitat Assessment
Clallam County Planner – Guest Speaker
DNR Forest Ecologist – Guest Speaker

