

WELCOME!

BACK TO SCHOOL NIGHT
SEPTEMBER 14, 2017

DR. DORA KENNEDY
FRENCH IMMERSION SCHOOL
MIDDLE SCHOOL SCIENCE DEPARTMENT

Mr. Peter Mills

Thinking About Science



What Do You Think?

Teacher Contact

- Peter Mills – peter.mills@pgcps.org

Room 209 & 20 Tel. 301-918-8660

Fax: 301-760-3904

Get a copy of your child's schedule for yourself.

MS Science Instructional Time:

72 minutes A or B day.

This I believe....

I believe that every child is **UNIQUE** and should be given the opportunity to learn in a different way. I believe that every student must acquire new knowledge or skill everyday. As an educator, I must encourage my students, and demonstrate patience and good listening skills so that every student will feel valued and esteemed, and will in turn value education and learning.

Since I started teaching, my philosophy has changed many times. Fortunately, it has been changing for the better. I now feel that I have grown and that I have reached the stage that I see teaching as an invaluable gift to students. I have spent many years to reflect and mold myself to accept, adopt, and put into service a teaching philosophy that I can indeed deliver to my students on a daily basis.

I believe that every classroom should be a special place and a learning community. I believe in peer coaching and collaborative learning, student mentoring and the use of research-based best practices. It is my duty to know my students in order to serve them both inside and outside the school community. I believe in teaching through real-world experiences to make learning meaningful to students.

As an educator I seek the best from every student. This gives me an enormous responsibility as a teacher to make a difference in the lives of every child.

I believe the classroom must be a very special place where all children can feel safe and secured when their families send them to school each day.

I have the duty to show my students that, I am their partners in learning.

My classroom must promote a sense of enlightenment, excitement, creativity, appreciation, eagerness to learn, positive energy and climate, and memories of great learning moments.

- My commitment is about being there when my students need me.
- My commitment is to listen to students and address their concerns with care.
- My commitment is to help them understand where they are going and how to get to their destination so that they can meet their goals
- My commitment is to celebrate them so they can develop positive attitude and build confidence
- My commitment is to celebrate them even more when they assist or coach a friend in class
- My commitment is to protect them as if they were my own children

This is the kind of promise and commitment my students are expecting from me when they come to school each day. **This I believe....**

Channels of Communication

- **THE STUDENT** - *Your Child MUST bring information home.*
- **SCHOOLMAX** – *Get your username and password*
- **PROGRESS REPORT & QUARTERLY REPORT CARDS**
– *Please know the release dates*
- **SHORT NOTES** - *Via your child.*
- **TELEPHONE and/or E-MAILS**
- **DKFI SCIENCE WEBSITE**
www.tinyurl.com/rgfiscience rocks
- **REMIND** - *Text Messaging System sends reminders*
- **CONFERENCES** - *Check with Ms. Donohue for date & time*
- **PLANNING FOR HIGH SCHOOL & BEYOND** -
Encourage your child to talk to teachers about his/her personal instructional needs.

Channels of Communication- REMIND Text Messaging System

SMS reminders to the class (*Register NOW*):

Mr. Mills' Science 6 parents

- ❖ send a text message to **81010** with the message **@petermills, wait for notification and identify yourself to confirm registration.**

OR

- ❖ Get the Remind app by typing into your internet browser the following link: **rmd.at/petermills**

Supplies

- Agenda book or alternative (very important)
- 2 Hard bound Composition Notebooks
- 1 Pocket folder
- 2 sharpened pencils (daily)
- Glue, color pencils, metric ruler, scissors
- Flashdrive - Generic brand
- Computer and internet connection at home
- A study area at home (No distractions)
- A study partner (Encourage your child to find one)

Reading & Science: A Natural Mix

- Science texts are often more challenging for students than other text types.
- **Difficulty reading science content vs. reading narrative** often shows up at all levels. In elementary school it may be considered as a relatively minor problem. Unfortunately, by middle & high school, when the difficulty level and the reading volume increase, a serious negative impact on science learning can result.
- **Students who read constantly are sufficiently comfortable and are able to make sense of complicated science concepts.**
- Family initiated reading at home will increase reading stamina, improve comprehension, and encourage students to remain engaged in concept building instruction rather than feeling bored.

Science 6 Units and Chapters

Textbook: Prince George's science 6 by McGrawHill Education (ConnectED)

- **Science 6:**

There are 4 Units
& 15 Chapters
plus Science &
Engineering
Practices.

**For Full Curriculum
please go to:**

- <http://www.mdk12.org/>
- **Click on
INSTRUCTION**
- **Select Science**
- **Look for MD State
Standards &
Curriculum**
- **Select science 6**

Science 6 Course Outline

Quarter 1

Unit- Nature of Science:

Methods of Science & Science & Engineering Practices

STEM Fair Preparation

Unit 3- Understanding Matter:

State of Matter

Foundations of Chemistry

Quarter 2

Unit 4- Understanding Energy:

Energy and Energy Transformations

Electricity/Magnetism

Waves, Light, and Sound

Quarter 3

Unit 1- Earth and Geological Changes:

Rocks

Plate Tectonics

Earthquakes and Volcanoes

Weathering and Soil

Earth in Space

Quarter 4

Unit 2- Exploring Ecology:

The Environment and Change Over Time

Biomes and Ecosystems

Interactions of Life

Natural Resources

Online Learning, Textbooks, Resources & At-home Assignments

- Discovery Education TechBook
- Google Classroom platform
- <http://tinyurl.com/rgfiscience rocks> for ALL
- Home work & Research websites for ALL
- Electronic & interactive textbooks for Science 6 via <http://clever.pgcps.org> (<http://connected.mcgraw-hill.com>)

Assessment For Learning

- This will include but not limited to Test, Quiz, online assessments on Study Island & ConnectEd, Chapter Projects, STEM projects, oral presentations, lab assessments & reports.
- Our assessments are done on Mondays and/or Tuesdays. Please ensure that your child is ready for Assessment for learning. Some school events and snow days may affect our assessments. Due to A and B day schedule assessments may take place on different days. Students will be informed.

Assessment For Learning

- Student Learning Objectives Pre & Post test (county)- Given 1st & 2nd Semester
- Chapter, Lesson, & Unit Test/Quiz (Teacher Created)
- Lab work & reports, essays, at-home reading, vocabulary & completion of learning sets.

Assessment For Learning (cont.)

- **Checking for understanding** assessments after each lesson objective or chapter.
- **Vocabulary**: (unit/chapter vocabulary words help students communicate effectively in science)
- **Post test for each Unit**

Classwork

- This may include any written (Reading, concept-based questions and practice, etc.) assignment, media presentation, or oral exercise based on daily objectives completed inside the classroom by the student or group of students. Evaluative indicators are required.

At-home Assignments (Homework)

- Average task time: 30 minutes per day.
- We will assign e-learning activities and online task on ConnectED, Discovery Education, Google Classroom.
- Written or Oral presentation
- Students will do At-home experiments, At-home reading with concept-based questions.
- STEM Project work-in-progress will be recorded as extra effort points for homework and the final project will be recorded as Assessment. All students are encouraged to complete a STEM project.

Grading Categories

- All Tasks - Assessments 40 %
- All Tasks - Classwork 45%
- All Tasks - Homework 15%

Important:

There is NO separate category for work habits and social skills. They are part of the course grade. Students are aware of class routines & procedures, class constitution and expectation, & PGCPS Student Rights & Responsibilities.

All Tasks Grade Percents

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- Below 60 = E

Important:

**Absent from school,
Missing
assignments, and
poor or no
preparation before
Assessments are the
primary causes of
failing grades.**

We Celebrate!

- Every first or second Friday of the month we celebrate our achievements.
- Planning is done by students and will be on-going.
- We have to earn it by meeting all expectations, Learning Objectives, and benchmarks.
- NCLO=No child left outside.
- Students may bring board games. **NO USE OF CELL PHONES AND NO FOOD DURING CELEBRATION.**
- We also enjoy international music in French and other languages.

Working Together

- Successful students LEARN at school and STUDY at home.
- Continue to Monitor & Supervise your child's school work daily.
- Remind your child about due dates.
- Check SchoolMax Weekly with your child

Working Together

- Encourage your child to take ownership of his or her school work and hold him or her accountable for missing assignments and unsuccessful scores or grades.
- **Remind your child that teachers do not give grades, they record what you have earned.**

Parental involvement

- Research shows that students do better at school when a parent positively supports the school.
- Help with a school club, program, etc.
- Join the PTA and come to meetings

Powering up your child

- Have your child **eat breakfast** before heading to school.
- Help your child **prepare for school**: notebooks, pencils, pens, erasers, folders, binders, backpacks.
- Make sure your child gets **enough sleep** and goes to bed without TV, cell phones, and electronics.

Powering up your child

- Help them **take ownership of their work**. Provide opportunities to make your child responsible.
- Help your child with **organizational skills and planning**. Provide agenda books or alternatives.
- **Monitor and support your child** and assign a suitable area to study at home. A place or an area you can see your child do home assignments. Not in their bedroom where they could go off task.

Powering up your child

- **Partner with your child's teacher** and show your child that the partnership is strong. Demonstrate your DKFIS pride. Help your child cultivate the Dora Kennedy PRIDE.
- **Role-model & respect:** When you are frustrated with school work or issues, please do not use humiliating or derogatory language or criticize your child's teachers or school in the presence of your child as this will affect your child's ability or willingness to learn and excel in a particular subject and/or in school.

Powering up your child

- **Contact your child's teacher FIRST** if you have any concern or issue.
- **Be peaceful** when you are interacting with teachers or the school administration.

Powering up your child

- **Talk with your child EVERYDAY.** Ask questions such as “How did school go?” “What did you learn today in science?” Check your child’s backpack. Do not wait till it becomes a “black hole”.
- **Teach your child to meet deadlines** and experience natural consequences when he or she neglects the due dates.
- **Be an active partner with the school** and meet the teachers.

Powering up your child

- Reading is extremely important and it is key to learning. Put in place a weekly library routine. Teach your child to check out books. Read with your child. Set aside quiet times – No TV, telephone calls or other DISTRACTIONS.
- There are many more tips out there, network with other parents within or outside your child's grade level.

Questions?

Thank you for coming .

Thank you for your help and cooperation.

