

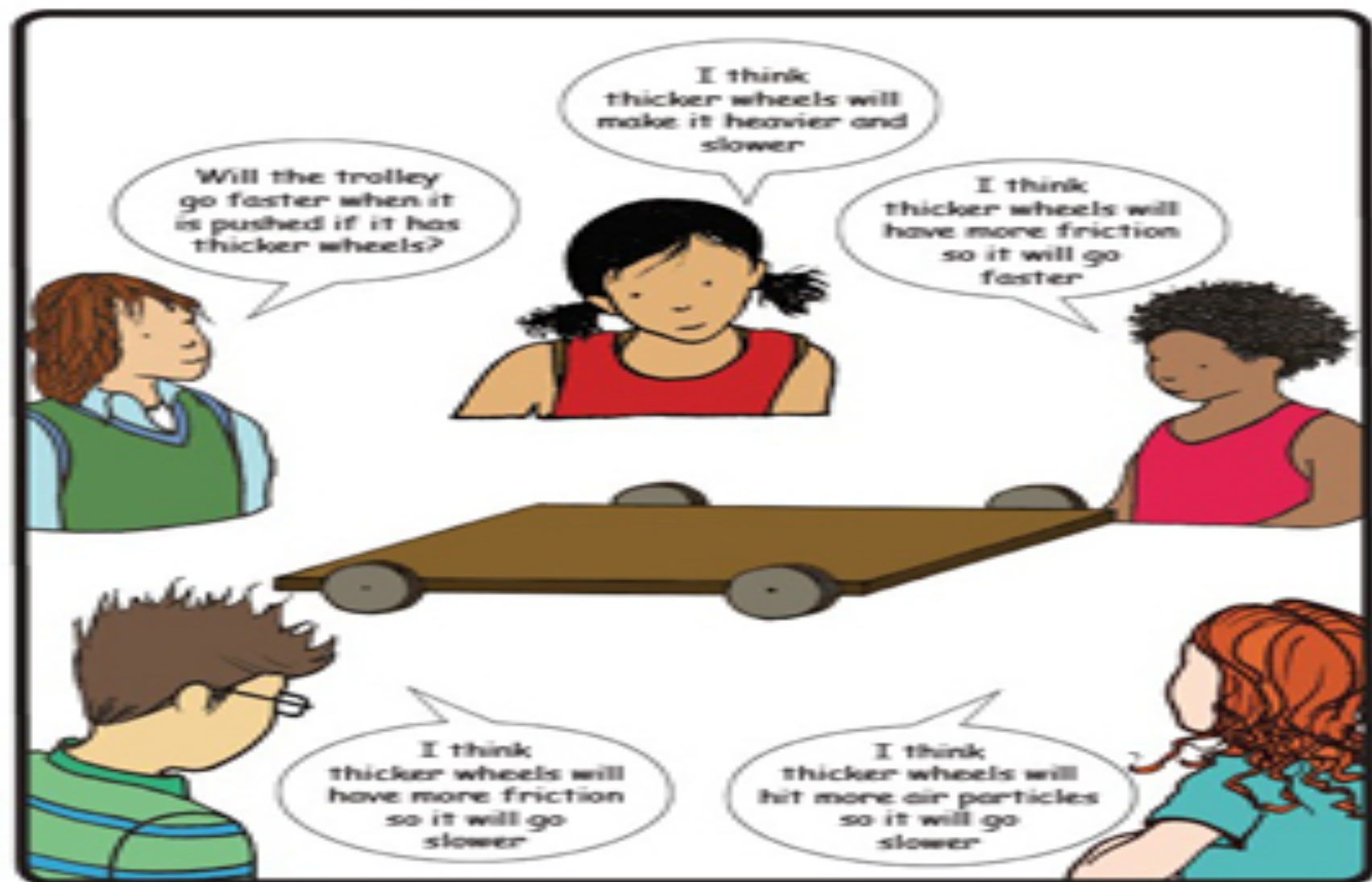
WELCOME!

BACK TO SCHOOL NIGHT
SEPTEMBER 14, 2017

DR. DORA KENNEDY
FRENCH IMMERSION SCHOOL
MIDDLE SCHOOL SCIENCE DEPARTMENT

Mr. Clovis Djeutcha

Thinking About Science



What Do You Think?

Teacher Contact

- Clovis Djeutcha – clovis.djeutcha@pgcps.org

Room 207 & 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.

Channels of Communication

- **THE STUDENT** - *Your Child MUST bring information home.*
- **SCHOOLMAX** – *Get your username and password*
- **QUARTERLY PROGRESS REPORT AND 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. Djeutcha' Science 7 parents

❖ send a text message to **81010** with the message **@science771**, 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/science771**

Channels of Communication- REMIND Text Messaging System

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

Mr. Djeutcha' Science 8 parents

❖ send a text message to **81010** with the message **@science870**, 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/science870

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 7 Units and Chapters

**Textbook: Prince George's science 7 by McGrawHill
Education & Techbook on Discovery Education**

- **Science 7:**

There are 5 Units
& 17 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 7**

Science 8 Units and Chapters

**Textbook: Prince George's science 8 by McGrawHill
Education & Techbook on Discovery Education**

- **Science 8:**

There are 5 Units
& 17 Chapters
plus Science &
Engineering
Practices.

**For Full Curriculum
please go to:**

- <http://www.mdk12.org/>
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- **Select Science**
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- **Select science 8**

Science 7 Curriculum Outline

Quarter 1

(September 6, 2017- November 9, 2017)

Unit 1- Using the Science and Engineering Practices to Make Sense of Our World:

- Working and Thinking Like Scientists
- Phenomena, Modeling, and Scientific Explanations

STEM Fair Preparation

Unit 2:

- Simple Molecular Structure (MS-PS1-1)
- The Impact of Synthetic Materials on Society (MS-PS1-3)

Unit 3:

- Cells: Structure and Function (MS-LS1-1, MS-LS1-2)
- The Role of Photosynthesis in the Cycling of Matter and Flow of Energy (MS-LS1-6)

Systemic Literacy Task

Quarter 2

(November 10, 2017- January 25, 2018)

Unit 3 (con't.):

- Chemical Reactions and Energy Flow in Organisms (MS-LS1-7)

Unit 4:

- The Body as a System of Subsystems (MS-LS1-3)
- The Work of Sensory Receptors (MS-LS1-8)
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Unit 5:

- Reproduction and Genetic Variation (MS-LS3-2)
- The Effect of Gene Mutations (MS-LS3-1)
- How Genetic Factors Affect the Growth of Organisms (MS-LS1-5)

Science 7 Curriculum Outline

Quarter 3

(January 26, 2018- March 28, 2018)

Unit 6:

- The Probability of Survival (MS-LS4-4, MS-LS4-6)
- Adaptations for Survival (MS-LS1-4)
- Selective Breeding (MS-LS4-5)

Student Service Learning Project:

Design Solutions for Environmental Impact (Wild Rice) (MS-ESS3-1, MS-LS2-1, MS-LS2-2, MS-LS2-3, MS-LS2-4)

Quarter 4

(March 29, 2018- June 13, 2018)

Unit 7:

- Comparing Modern Organisms and Fossil Organisms (MS-LS4-2)
- Relationships in Embryological Development Across Multiple Species (MS-LS4-3)
- Patterns in the Fossil Record (MS-LS4-1)
- The Geologic Time Scale (MS-ESS1-4)

Science 8 Curriculum Outline

• Quarter 1

(September 6, 2017- November 9, 2017)

Unit 1- Using the Science and Engineering Practices to Make Sense of Our World:

- Working and Thinking Like Scientists
- Phenomena, Modeling, and Scientific Explanations

Unit 2:

- Simple Molecular Structure (MS-PS1-1)
- Evidence of Chemical Changes and Conservation of Matter (MS-PS1-2, MS-PS1-5); *MISA Review*- Food, Chemical Reactions, and Energy (MS-LS1-7)
- *MISA Review*- States of Matter and Thermal Energy (MS-PS1-4); *MISA Review*- The Water Cycle (MS-ESS2-4)
- The Release and Absorption of Thermal Energy (MS-PS1-6); *MISA Review*- Minimizing or Maximizing Thermal Energy (MS-PS3-3)

Unit 3:

- *MISA Review*- Selective Breeding (MS-LS4-5)
- *MISA Review*- Environmental/Genetic Organisms (MS-LS1-5)
- *Systemic Literacy Task* (during the month of October)
- *MISA Review*- Cells, Reproduction and Genetic Variation (MS-LS1-1, MS-LS3-2)

Quarter 2

((November 10, 2017- January 25, 2018)

Unit 4:

- Newton's Laws (MS-PS2-2, MS-PS2-1)
- Kinetic Energy, Mass, and Speed (MS-PS3-1)
- The Relationship Between Potential Energy and Distance Between Objects (MS-PS3-2)
- *MISA Review*- Electricity and Magnetism (MS-PS2-3)

STEM Fair Preparation

Unit 5:

- *MISA Review*- Cycling of Matter/Flow of Energy in Ecosystems (MS-LS2-3)
- *MISA Review*- Interactions in Ecosystems (MS-LS2-2)
- *MISA Review*- Earth's Changing Surfaces (MS-ESS2-2)
- *MISA Review*- Distribution of Earth's Resources (MS-ESS3-1)

Science 8 Curriculum Outline

Quarter 3

(January 26, 2018- March 28, 2018)

Unit 6:

- *MISA Review-* Patterns in the Fossil Record (MS-LS4-1)
- *MISA Review-* Modern and Fossil Organisms (MS-LS4-2)
- *MISA Review-* Scale Properties in the Solar Systems (MS-ESS1-3)

Maryland Integrated Science Assessment

Unit 7:

- Interactions of Air Masses (MS-ESS2-5)
- Forecasting Catastrophic Events (MS-ESS3-2)
- Patterns of Atmospheric and Oceanic Circulation (MS-ESS2-6)
- Evidence of Change in Global Temperatures (MS-ESS3-5)

Quarter 4

(March 29, 2018- June 13, 2018)

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Student Service Learning Project:

- Minimizing Human Impact on the Environment (MS-ESS3-3)

Unit 8:

- Properties of Waves (MS-PS4-2)
- Modeling Waves (MS-PS4-1)
- Digitized Signals (MS-PS4-3)

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 7 and 8 via <http://clever.pgcps.org>

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

- **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 Thursday/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 and Student 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.

