

MARSHALL MIDDLE SCHOOL

8TH GRADE SCIENCE



Course Title

8th Grade Science – Classroom Room #119 – Lab Room #118

Teacher Contact Information

Mr. Brian Hansas
4664 N. Rockton Avenue,
Rockford, IL 61103
Tel: 815-490-5400

Course Description

Email: brian.hansas@rps205.com

Website: www.mrhansas.com

Google Classroom: (see Classlink for codes)

8th Grade Science: This science course will be utilizing developed curriculum from SEPUP. This curriculum is aligned to state and national NGSS standards. In 8th grade we will be covering the following units: Earth's resources, Reproduction/Genetics, Biomedical Engineering, Evolution and Waves. The course will use NGSS cross cutting concepts and engineering practices to develop students' critical thinking and problem-solving skills while exploring topics in a student-centered lab-rich environment. For more information please visit the following link.

<https://sepuplhs.org/middle/third-edition/index.html>

Text Book

<https://sepuplhs.org/middle/third-edition/index.html>

Class hard copies are available for in class work. Students will be assigned an online copy of each book as needed to work from home on their chromebooks.

Standards

District Standards are aligned with State and national NGSS (Next Generation Science Standards). If you would like more in-depth information, it is available on the district website.

Career Options with this Field of Study

Bioengineering, Medical Careers, Veterinary Medicine, Forensic Sciences, Sports Medicine, Wildlife Management, Dietician/Food Service, Agriculture

Required Materials (daily)

Please come prepared.

Supplies needed for class that will be used daily: *Science Composition Notebook *Pen/pencil *Chromebook

Other Materials: Safety Glasses, Highlighters, Colored Pencils, Calculator, Dry Erase Marker.

Classroom Rules of Conduct

1. Be Respectful, Be Responsible, Be Safe
2. No unauthorized food or drink in the classroom.
3. Cell Phone/Electronic device use during assessments will result in appropriate consequences.
4. Follow directions quickly.
5. All school rules in the Marshall Student Handbook apply at all times.
6. Masks must be worn at all times.
8. Laptops used for appropriate school work only while in class.

Zoom Norms (hopefully not needed this year)

We will be implementing the following **norms for virtual learning**:

- **M**ake a scene! **Cameras are expected to be ON**. If you are uncomfortable showing your own space, create a virtual background, or just show the top of your head.
- **U**nmute to talk (but feel free to **mute your mic to eliminate background noise**)
- **S**et up a **workspace** - virtual learning should not take place from your bed, please sit up
- **T**alk - we are looking for **student participation**
- **A**ct **appropriately**. If you would not say or do something at school, do not try it on zoom.
- **N**ame yourself - Students' **Zoom name should be LAST Name, First Name** (this will allow teachers to quickly and efficiently take attendance)
- **G**et **dressed** (students should not appear on Zoom without appropriate clothing)
- **S**nack **later** (when not on Zoom). Eating while on camera is distracting to everyone.

Tardy Policy

- All students must be at their seats when the bell rings. Students in the classroom, but not at their desks as well as students that have not yet entered the classroom will be marked tardy. In zoom meetings, every effort should be made to be signed in a couple of minutes early in case of tech/Wi-Fi issues. Repeated tardies to zoom will be referred to the office.

Use of Electronics

- All unauthorized electronic devices (phones, smartwatches, iPods, etc.) are not allowed to be used during school time without a Teacher or Admins prior approval. Students are encouraged to leave their devices in their backpacks. Electronics observed in the classroom will be collected and brought to the office for a parent to pick up. Refusal to follow this policy will result in a referral. **Cell Phone/Electronic device use during assessments will result in a referral** & appropriate consequences. Laptops are meant for appropriate schoolwork while in the classroom. Miss use of computer time will be referred to the office.

Makeup Work Policy

- **You are responsible for any work missed**. If you are absent or miss class it is your responsibility to contact your teacher. All work and instructions can be found in your Google Classroom Streams.

Assignments:

- There will be practice work in every class. What is not finished in class should be completed at home. Assignments and due dates will be posted in Google Classroom. You should spend additional time studying prior to examinations. Participation is critical for success, this means having their work completed and on time, so the student can participate in class discussions and make corrections when necessary.

Extra Credit:

- Extra Credit will NO Longer Be Offered

Extra Help & Tutoring

- a. I will be available most days before and after school and during plan times.
- b. Win time will be available, details will be shared in class.
- c. Please do not hesitate to ask for help.
- d. **Google Classroom messages and emails are always welcome**

Standards Base Grading - Mr. Hansas' Science Class

As Marshall Middle school transitions to this new grading focus there are a couple of key messages we want you to really focus on:

1. How do I get an A or B? How do I collect points? This should NOT be the focus for the gifted/talented learner. Instead questions like how can I understand that better? How can I improve? etc... should be the focus. We want strong independent and critical thinkers, not just students that can memorize and chase points.
2. Proficient is the Primary Goal for all students, 3.5/B is where the majority of students should be performing. Showing evidence that you have a true understanding and ability to not only communicate that understanding on a topic but also to exceed that mark is when we achieve true mastery.
3. This shift away from typical A/B grades is important to understand that it does not have the same meaning as it once did.

HAC Category	% of Overall Grade	Category explanation and examples
Summative	90	End of unit evidence of learning tied directly to learning standards. The focus is on how well students understand and can communicate that understanding. <i>Ex. End of the unit exam, poster presentation, research paper, class project...</i>
Formative	10	Minor graded work to show progress along the way and prior to a summative grade. <i>Ex. Lab work, quizzes, smaller project-based work.</i>
Participation	0	This category is used to keep track of minor classroom tasks, housekeeping items, and smaller performance tasks. This category DOES NOT COUNT AS A GRADE. it is only a way to keep track of items in HAC. <i>Ex. Class participation, Supplies, Returned field trip form, Completion of a task or checkpoint...</i>

Summative Work Scoring Rubric:

HAC	Letter	%	Standards Level Achieved
4.0	A	95-100	Mastery Student shows in-depth inferences and application in class as taught by the teacher in addition to meeting the standard, such as explaining or demonstrating connections between ideas. Examples could include: – real-world application – use of information to solve problems in a different context – demonstration of unique insight or complex understanding – use of advanced analysis skills – demonstration of creative application of skills
3.5	B	85-94	Proficient Student is able to independently use, apply, and/or demonstrate the standard but may include errors that don't impact the demonstration of the standard.
3.0	C	75-84	Approaching Proficiency Student can demonstrate foundational processes of the standard and partial knowledge content.
2.5	D	65-74	Developing an Understanding/Attempting Student recalls vocabulary and/or understands simpler ideas, skills, and concepts.
2.0	F	51-64	Emerging/ Incomplete attempt Student shows little or no evidence demonstrating knowledge of the standard.
IE	Inc.	<50	Insufficient Evidence/No Attempt No measurable work was submitted to show evidence of the learning Standard. The student will be allowed to make up the learning opportunity within the allotted time frame, IE will count as a TEMPORARY ZERO in the grade book and remediation procedures will apply.

Formative Work Scoring Rubric:

<p>4.0</p>	<p>Mastery</p> <p><i>"I know it well enough to teach it to someone else."</i></p>	<p>STUDENTS:</p> <ul style="list-style-type: none"> ● Know what they are doing and can do what is expected without mistakes. ● Apply their knowledge to other situations. ● Demonstrate knowledge consistently and independently. ● Teach the concept/skill to someone else.
<p>3.5</p>	<p>Proficient</p> <p><i>"I know it well enough to do it on my own without errors."</i></p>	<p>STUDENTS:</p> <ul style="list-style-type: none"> ● Know what they are doing and can do what is expected with few mistakes. ● Apply their knowledge to some situations. ● Demonstrate a good overall understanding of the concept or skill in most situations. ● Show their understanding and explain their thinking.
<p>3.0</p>	<p>Approaching Proficiency</p> <p><i>"I know it so that I can complete it, but I do make some mistakes."</i></p>	<p>STUDENTS:</p> <ul style="list-style-type: none"> ● Know what they are doing and can do what is expected with some errors. ● Apply their knowledge to a given situation. ● Demonstrate a basic overall understanding of the concept or skill. ● Show their understanding.
<p>2.5</p>	<p>Developing an Understanding</p> <p><i>"I need help to be able to do this. I can't do it on my own."</i></p>	<p>STUDENTS:</p> <ul style="list-style-type: none"> ● Know the basics of what they are supposed to do, but cannot do it on their own. ● Apply their knowledge inconsistently. ● Demonstrate a minimal understanding of the concept or skill, but make many errors and are easily confused. ● Need some assistance to understand the concept or skill.
<p>2.0</p>	<p>Emerging</p> <p><i>"I'm not really sure where to start"</i></p>	<p>STUDENTS:</p> <ul style="list-style-type: none"> ● Know they are supposed to do something, but really don't understand what. ● Need help getting started or they tried but weren't on the right track. ● Demonstrated little or no understanding of the concept or skill. ● Need more assistance and reteaching.
<p>IE</p>	<p>Insufficient Evidence</p> <p><i>"No effort was made at this learning opportunity"</i></p>	<p>STUDENTS:</p> <ul style="list-style-type: none"> ● No attempt was made to submit a scorable example of understanding of the learning standard. ● Remediation steps will be taken to address the missed learning opportunity.