

# WELCOME TO 7<sup>TH</sup> GRADE SCIENCE Honors with Mrs. Rainey

## MY GOALS:

- Build a safe, strong, kind, and productive community.
- Help students become critical thinkers and independent learners.
- Create meaningful learning opportunities that are engaging, challenging, and fun.
- Facilitate students' excitement about learning and doing science.

## MATERIALS NEEDED:

- 2 College Ruled spiral Notebooks
- 2 pocket folder
- Pencil
- I -pad and charger
- Glue or tape
- Earbuds / headphones
- Colored pencils/crayons/or markers
- Scissors

## CONTACT INFO:

Please contact me with any questions or concerns.

**Email:** [arainey@fusd1.org](mailto:arainey@fusd1.org)  
(Best option)

**Google voice number:**  
(480) 331-6284

## Canvas:

Students can always message me through canvas

## SCIENCE CONTENT:

Honors science will cover the same content as my other classes, but we will be moving faster and diving deeper into each concept.

### First Semester:

- Science process skills
- Earth's Spheres' interactions
- Weather
- Plate tectonics / Rock cycle
- Gravity, magnetism, non-contact forces.

### Second Semester:

- Science process skills
- Newton's Laws of motion
- Cells
- Body systems
- Homeostasis
- Photosynthesis

## STUDENT EXPECTATIONS:

- Be prepared and on time
- Try your best and participate
- Respect yourself, others, and materials.
- Communicate your needs
- Be kind

## CELLPHONE / HEADPHONE POLICY

- Students should not be using their phone or headphones unless given specific permission to do so.
- Earbuds/headphones will be used to listen to videos on I-pads, but should never be in ears during group work and direct instruction.
- Students will be given one warning and then phones will be put on my desk until the end of the period.
- If a student's phone becomes a persistent problem, its will be given to the office to be picked up by a guardian.

## COMMUNICATION:

I will email updates about class activities, projects, items needed for class, among other things.

- Students- Please check your inbox in canvas frequently.
- Adults – Please make sure I have your correct email address.

## ABSENCES:

If you are absent, please do the following:

- Check canvas to find any assignments or lessons labeled with the date you were absent.
- Check the absent bin in class for any handouts you need.
- Ask a classmate to clarify any information you missed.
- Complete any assignments ASAP. You have as many days as you were absent to complete the work.
- Communicate with me about what you need to help you get caught up.

## LATE WORK/CORRECTIONS:

It is very important for students to turn in ALL work on time so they don't fall behind academically. Late work for each unit will be accepted until the last day of the unit.

Students may correct/revise/retake any assessment. However, they must first fill out a revision slip (found in the classroom) and discuss with me a plan to strengthen their understanding before I will accept any revised work.

## HOMEWORK:

Students will have a weekly homework assignment that will be given out on **Tuesday** and due the following **Tuesday**. The purpose for these will be to practice material learned in class and to extend learning. Additional homework might include unfinished classwork, projects, and small relevant tasks to prepare for next day's lesson. Homework will be posted in my classroom and on my canvas page.

## EXTRA HELP:

Please let me know right away if you are struggling with concepts or need more time to complete assignments. We can always work out a plan to help you.

I am available at the following times to get extra help (with advance notice):

- 7-7:30 am most mornings
- During first lunch
- Some days after school

# Science in the Middle Years Program of IB

## PHILOSOPHY:

“The Middle Years Program (MYP) sciences framework encourages students to investigate issues through research, observation and experimentation, working independently and collaboratively.” (taken from *ibo.org*).

## OBJECTIVES OF MYP SCIENCE

Through the MYP science curriculum students will:

- Describe, analyze and apply scientific knowledge to solve problems.
- Design and carry out scientific investigations to answer in depth questions.
- Interpret, analyze, and discuss data and use scientific language accurately to make scientifically supported judgements.
- Reflect and describe the ways science impacts the world.

## MYP UNITS AND ASSESSMENTS:

The goal of MYP science is for students to engage in authentic science within a real-world context. Each unit will be guided with a statement of inquiry and a series of questions students will explore through collaboration and scientific investigations.

Most assessments will be project-based where students create something or solve a problem using the knowledge and skills they have gained throughout the unit.

## CONCEPTUAL LEARNING

MYP science focuses on three key concepts that represent big ideas students can use to connect learning within and across disciplines. They are:

- Change
- Relationships
- Systems

Within these big ideas, students explore related concepts such as **models, energy, and transformation**. Through concept-based teaching, students gain a deep and complex understanding of the curriculum material. Students also work through global concepts, such as **sustainability, orientation in space and time, and scientific and technical exploration** to learn about their role as a citizen of the world.

## IB GRADING

Achievement Level	Level descriptor	What the Color Bands Mean
0	The student does not reach a standard described by any of the descriptors below.	The areas shaded in red are of real concern. Students who do not reach a level beyond red are in danger of not passing the class. They will be candidates for summer school or retention.
1-2 Does Not Meet the Standard	<ul style="list-style-type: none"> <li>• The student produces work of a very limited quality</li> <li>• Conveys many significant misunderstandings</li> <li>• Very rarely demonstrates critical or creative thinking</li> </ul>	
3 Approaching the Standard	<ul style="list-style-type: none"> <li>• Produces work of an acceptable quality</li> <li>• Communicates basic understanding of most contexts</li> </ul>	The 3-4 category shares the same descriptions. However, a 3 would indicate an area of concern because the student is close to dropping to the 1-2 level. A 4 would indicate that the student is just barely meeting the grade level standard. Students are always expected to move beyond a 4.
4 Meets the Minimum Standards	<ul style="list-style-type: none"> <li>• Begins to demonstrate some basic critical and creative thinking</li> </ul>	
5-6 Meets the Standard	<ul style="list-style-type: none"> <li>• Produces good quality work</li> <li>• Communicates secure understanding of concepts and contexts</li> <li>• Demonstrates critical and creative thinking, sometimes with sophistication</li> </ul>	Students at this level are meeting the grade level standard. A score of 6 means the student is close to exceeding the standard.
7-8 Exceeds the Standard	<ul style="list-style-type: none"> <li>• Produces high-quality, frequently innovative work</li> <li>• Communicates comprehensive understanding of concepts and contexts</li> <li>• Consistently demonstrates sophisticated critical and creative thinking</li> </ul>	This level indicates a student is exceeding the grade level standard. ALL students have an opportunity to achieve this level.

Assessments will be graded on a 0-8 scale using specific rubrics. As students work through each unit, they will receive feedback as to how they can move up the scale. This chart gives you an idea of what each level means in terms of student learning and performance. A score of 5 is proficient and means students are meeting standard expectations. I will provide opportunities for students to extend their learning and show deeper understand to earn the higher levels.

If you would like to know more about MYP Science, please visit the link: <https://www.ibo.org/programmes/middle-years-programme/curriculum/science/>