**Monsoon Science** **Electricity Report Card** (3/19)

Welcome to (almost?) spring!

## NELMS Presentation:

Mr. Sutherland and Mrs. Collacchi asked Mrs. Marques, STEM teacher, and me to present at this year's New England League of Middle Schools (NELMS) annual conference. The topic? ***Using Student-Assistants in a Learner-Paced Classroom.*** On March 22 one current and three former student assistants joined us in Providence, Rhode Island. After we described the program, the assistants guided the teachers as they explored activities for day 1 of Magnetism. Rewarding experience for all concerned!

## Where We Are:

We are completing our unit on Electricity. This unit had three content goals which fell into the ***properties of energy*** standard and the ***forces & motion*** standard.

**Properties of Energy:** (energy definition, types of energy, and energy transfer)

I. ***Define*** energy and, using an activity from this unit, ***demonstrate*** why electricity qualifies as a type of energy.

II. ***Name*** a device that produces electrical energy (**current** electricity--**not static**), and ***explain*** what type of energy in the device changes into electrical energy.

**Forces & Motion:** (fields)

III. ***Demonstrate*** evidence that electric fields exist. (You may use an activity from this unit or think of your own activity.)

Students were interviewed on these three goals--no physical product was required***.*** Many students used classroom materials to ***show*** what they were explaining, though. In addition to the product goals listed, key topics of the unit included electromagnetism, as well as lightning, gas station, and household safety. Ask your Monsoon what he or she learned related to these areas.

## Scores on Aspen:

Here are the tasks you will see in Aspen during the time we were studying ***Electricity.***

## POP:

**Electricity POP Week 1, 2, 3...:** These weekly scores describe how well students did their jobs in class (followed directions, handled equipment properly, brought materials to class, remained on task) during our unit.

**Socrative Electricity Assessment on time and directions followed:** [This is not due until ***March 28,*** but it should have been completed at least once long before then.] As you know, the Socrative Assessment serves as ***one*** summative assessment for the unit.

**One-Minute Timer complete and on time:** This was our final Engineering Project of the second trimester. All that's required to receive a 3 is to bring in a device on time that shows legitimate effort (students had a week to compete it.) The project doesn't need to work perfectly.

**Bad News on Timers: 21 students** failed to bring a One-Minute Timer to class by the due date [7 of 16 students in **D period** were late!] Only **I period** was properly prepared this time around [1 of 23 late]. Remember, Monsoon teachers notify you of late work by initialling your child's assignment notebook on the particular day something is late. This way you have a daily report of their work completion. ***Most students*** do not need you to monitor this so closely, but a ***handful certainly do!***

**Good News on Timers:** Four students' one-minute timers were less than 1 second off! That's impressive. In many cases, a lot of testing and revising went in to these projects. Motivation came from trying to be the best they could be. Isn't that what we want?!

## Academic Standards on Aspen:

Three product goal scores for Electricity.

1. **Interview:** Define energy and demonstrate why electricity qualifies.
2. **Interview:** Name a device that produces current electricity and name the energy this device converts to electricity.
3. **Interview:** Demonstrate how we know electric fields exist.

**Electricity Socrative Assessment:** This is the final academic task in Aspen, but will not show up until after March 28. ***If you have time it would be great for a parent to take the assessment with their child.*** There are only 10 questions, but you would get a great idea of its value.

Next up **Forces & Motion.** Here are the product goals for that unit:

1. Create a force diagram (mini poster) for an object at rest. [Relate it to ***inertia*** during your interview.]

2. Create a force diagram (mini poster) for an object that is **changing** speed. [Relate it to ***inertia*** during your interview.]

3. Use materials to demonstrate one way gravitational and electric or magnetic fields are **similar.**

4. Use materials to demonstrate one way gravitational and electric or magnetic fields are **different.**

**Family Science:**

Eleven students brought in a “racer” for Slow Down. We will finally test these in the POD during Storm Time on Wednesday, 3/27 to declare the winner. One final Family Science project will be announced shortly before April Break.

**Questions? Visit?**

Let me know if you have any questions. Feel free to visit our classroom any time.