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“Let’s envision what learning is supposed to be”

The Structures of Support for Students In My Class!

Mission Statement



"Lets Envision What Learning Is Supposed To Be!"
Every year, students entering a new class have much anxiety; maybe students don't know what to expect. I want students to know that they do not have to be anxious. My students' achievements are my achievements. I truly believe that education is collaborative; it takes the teacher, student(s), and family for all facets of learning to succeed. A student should not work harder than the teacher. The teacher should not work harder than the student. Therefore, equal responsibility must be shared to ensure continued success.

Students fully immersed in my classroom should have an enjoyable and enriching learning experience. Success begins with hard work, dedication, commitment, and most importantly, responsibility. Sure, there will be times students may stumble, but please never hesitate to ask for help or clarification. I wish all students the best in their semester with me!

EDUCATIONAL BACKGROUND

Bachelor of Science, Adv. Majors in Physics & Mathematics, Dalhousie University (2007)
Bachelor of Education, Secondary Science & Mathematics, St. Francis Xavier University (2009)
Masters of Education, Curriculum & Instruction, St. Francis Xavier University (2014)
Masters of Education, Educational Leadership & Administration, St. Francis Xavier University (2017)

COURSES AND GRADE BREAKDOWN FOR ALL CLASSES AT HWHS

Science 10 Pre-Exam Grade = 70% Exam Grade = 30%	Unit 1—Chemistry Unit—25% Unit 2—Weather Unit—25% Unit 3—Motion Unit—25% Unit 4—Sustainability & Ecosystems—25%
Physics 11 Academic Pre-Exam Grade = 80% Exam Grade = 20%	Unit 1—Kinematics —25% Unit 2—Dynamics—25% Unit 3—Momentum & Energy—25% Unit 4—Waves—25%

For specific grade information such as HW Probes, ICAs, Labs, and Tests, see full course outline

Students are highly encouraged to use all available school resources (including mine) to increase their opportunity and ability to succeed in all my classes. There are things put into place to do so!

The Structures I Have In Place To Support Students!

I believe that students should also be involved in their own learning; this develops responsibility

TYPICAL CLASS DAY (75 MINUTES)

Review	Knowledge & Learn	Application
5-10 minutes; starter questions; going over HW; agenda for the class	30-40 minutes; learning of material, example problems, and course materials to be taught; takes chunk of class time	15-25 minutes; HW or practice time; students can seek help / clarification during class time

EXTRA HELP & SUPPORT

Important Note: Under the Nova Scotia Teachers’ Collective Agreement, under Article 13.03; “Teachers shall not be required to perform supervision of pupils during any period of time that pupils are on lunch and noon hour break. This means that extra-help during non-instructional hours is purely voluntary (it is not a right, it is a privilege that students and parents has). Therefore, students must utilize class time as much as possible to ask questions—students must conduct themselves in a manner that is conducive to the learning environment of others. *Due to the # of meetings or administrative responsibilities, I am unable to do any more than this.*

Thursday @ Lunch	Friday Mornings
11:40 AM to 12:25 PM	8:30 AM to 8:55 AM

POWERSCHOOL UPDATES & PRIORITY

General Updates	High Priority Updates	Regular Priority Updates
Extra help logs, quick grade fixes, and attendance logs; updated within a 2-3 day basis	HW Probes and ICAs; within a 48-72 hour time span; to inform students (and I) of their areas of strengths / weaknesses for future support; depends on the length	Labs, General Assignments (including late ones), and Unit Tests, usually by Sunday afternoon each week

ON-GOING FEEDBACK & NOTICE OF INFORMATION

On the first day of classes during each new week, a new grade slip is given to subject specific classes. It includes a record of their current achievement, dates in which assignments or major testing is due, class specific information (including extra help or additional feedback). Grade slips are logged into PowerSchool

Missing Assignments for Mr. Ngo’s Science 10 Class – B and C Blocks

Success in this class comes from active engagement and completion of all assessments in class

Name _____	Date <i>As of Monday, November 21</i>
HW Probe #2 – Graphs of Position vs Time Graphs (+ Calculations)	[] Not done; Was on F., Nov. 18
ASN #2 – Position vs Time Graph (Slopes, Double Sided)	Due Tomorrow, Tues., Nov. 22
ASN #3 – Analyzing a Position vs Time Graph	Due Wednesday, Nov. 23
ICA #1 – Based on all materials up and including to Assignment #3	On Friday, November 25

The marks within the Motion Unit of Science 10 have been poor lately. It is evident that many people are not utilizing the solution keys on my web site, or doing enough practice work to succeed in this unit. If you do not do your practice questions, review the solution keys, or ask for extra help, it will be very difficult to succeed in this overall unit (as the material gets more difficult). On Friday, November 25, you will have a 2nd opportunity to make-up your grades (at least partially). ICA #1 will be provided. It is worth /40 (2x the value of HW Probe #1 and 2). Make sure to do well here!

www.mrngolearning.com (go to Class Notes and search for the solution keys)

Current Grade: _____ Grade includes all units

Extra help times are now changing. Tuesday and Friday Mornings at 8:20 AM to 9:00 AM. Any other times by appointment (to accommodate my hectic schedule of SPT meetings and other administrative meetings that occur during lunch time periods)

This is done for best practice – to give students a weekly checklist and info from me

COURSE WEB SITE

- Practice problems, handouts, and solution keys are posted online for both students and parents
- Digital copies of the textbook (E-Book for Physics 11)
- Twitter and PowerSchool are actively used to relay communication for students and parents
- Class notes loaded online for both Science 10 (at end of unit) and Physics 11 (at beginning of unit)

How Can I Do to Support Parents / Guardians?

I believe that students who have invested parties involved in their learning can have an enriched experience in school and progress in life

POWERSCHOOL RECORD KEEPING

Students given mark slips (as shown previously) are always recorded online. It does not impact their grades in any way. It only acts as record keeping between home and school.

Attendance is taken on ASAP; Grades are updated daily to ensure active communication!

DEADLINES OF MATERIALS

Due dates of all assignments and labs are always mentioned at the beginning of class (see example)

CONTACT ME

Email for informal conversations at any time, if there is a serious or sensitive issue, please email me and I will call you within a time in which I am available (only during the school days for calls). I will usually call when I'm not occupied with a school responsibility, co-planning of materials, or in a meeting.

CURRICULUM OUTCOMES

All classes adhere strictly to the Curriculum Outcomes mandated by the NS Department of Education.

Science 10 Curriculum Outcomes - <https://www.ednet.ns.ca/files/curriculum/Science10-2012.pdf>

Physics 11 Curriculum Outcomes - https://www.ednet.ns.ca/files/curriculum/physics11_12.pdf



A-Block Class

Physics 11 Academic

- Starter Problem
- Unit Test Outline Discussion
- Introduction to Inclines
- Practice Problems

Upcoming Dates:

- Lab #2 – Inclined Planes – Thursday, April 20
- Unit Test – Dynamics – Monday, April 24
- Inclined Planes Lab Docs – Due Tuesday, April 25



Mr. Ngo

Tuesday, April 18, 2017 | BADC

Learner Profile Categories Elaboration

	Class-work & Assignments	Interactions with Others	Organizational Skills	Responsibilities and Independence
Department of Education Wording	Student completes class-work, completes homework, and strives to produce quality work	Student interacts positively, resolves conflicts appropriately, and works collaboratively with others	Student comes prepared for class, manages own materials and belongings, and uses class time efficiency	Student accepts responsibility for own actions, arrives on time for class, follows instructions / directions / rules and routines, respect school property and works independently
Mr. Ngo's Interpretation	<ul style="list-style-type: none">Consistent quality work providedStrives for perfection (not doing it for the sake of a grade or above-average grade)	<ul style="list-style-type: none">Is able to work collaboratively with others under all conditions (ex. class work, lab setting, and other class related activities) w/out supportHas shown excellent leadership abilities in the class setting when working with others	<ul style="list-style-type: none">Work has never been late and has been passed either on time or earlyHas always utilized class time effectively for class-related workHas always come to class prepared and ready to learnShows respect for both other student(s)', schools', and teachers' property	<ul style="list-style-type: none">Consistently punctual for class timeCan follow directions and instructions without provided with additional feedback (ex. verbal discussion in private)Is able to work productively and on-task without teacher interventionHas never needed any interventions regarding class routines, rules, directions and instructionsHas shown responsibility by displaying independent workHas never been warned about cell phone usage and/or other distractionsHas seek or utilized feedback for further growthHas asked for materials when missing class time and/or contacted me whenever missing materialsHas seeked or utilized feedback for further improvement and growth (growth-mindset)