



**Mr. Matthew Ngo, Room 212**

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“Let’s envision learning together”

### **Mission Statement:**

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 falter, but please never hesitate to ask for help or clarification. I wish all students the best in their semester with me.

### **Philosophy of Education:**

The purpose of education is to develop proper 'habits of minds'. As learners are formally educated, learners are purposely developing habits that exist within scientific or liberal arts paradigms which includes reasoning, insight, energy, skill, creativity, intellectual honesty, skepticism, responsibility, independence, and openness to new ideas. Therefore, education (in a broad sense) is to initiate, enlighten, reinforce, and clarify clear learning goals that are directly connected to student's habit of mind based on student's individual contexts. My ultimate goal is to develop and prepare learners for the future utilizing these 'habits of minds'.

### **EDUCATIONAL BACKGROUND**

Masters of Education Thesis Candidate, St. Francis Xavier University (2018—Current)

Masters of Education, Educational Leadership & Administration, St. Francis Xavier University (2017)

Masters of Education, Curriculum & Instruction, St. Francis Xavier University (2014)

Bachelor of Education, Secondary Science & Mathematics, St. Francis Xavier University (2009)

Bachelor of Science, Adv. Majors in Physics & Mathematics, Dalhousie University (2007)

### **COURSES AND GRADE BREAKDOWN FOR ALL MY CLASSES**

<p><b>Physics 12 Academic &amp; Advanced</b></p> <p>Pre-Exam Grade = 80%   Exam Grade = 20%</p>	<p>Unit 1—Mechanics Extension (20%)            Unit 2—Circular &amp; Universal Gravitation (15%)            Unit 3—Electromagnetism (35%)            Unit 4—Modern Physics (15%)            Unit 5—Nuclear Physics (15%)</p>
<p><b>IB Physics 11 SL/HL</b></p> <p>HW Probes = 5%   Labs = 10%   Quizzes = 15%              Tests = 30%   Final Exam = 40%</p>	<p>Topic #1 – Measurement &amp; Uncertainties            Topic #2 – Mechanics            Topic #6 – Circular &amp; Universal Gravitation            Topic #4/9 – Wave Phenomenon            Topic #6 – Thermal Physics**</p>

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

\*\* Time permitting—if not, it will be taught in IB Physics 12

**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!**

## **IB SCORES CONVERSION FOR IB PHYSICS 11**

Raw IB scores are converted to an IB number grade via Managebac. At midterm and at the final report card, the Raw IB scores and predicted IB number grade is then converted to a Nova Scotia Conversion scale.

Raw IB Scores Breakdown		Nova Scotia Conversion Scale	
85% or greater	7	7	99-100%
75% or greater	6	6	92-98%
65% or greater	5	5	84-91%
55% or greater	4	4	77-83%
50% or greater	3	3	70-76%
40% or greater	2	2	50-69%
30% or greater	1	1	Failing Grade

## **The Structures I Have In Place To Support Students, Parents, and Guardians!**

I believe that students should also be involved in their own learning; this develops responsibility. I believe that students who have invested parties involved in their learning can have an enriched experience in school and progress in life.

### **TYPICAL CLASS DAY FOR NON-IB PHYSICS STUDENTS (75 MINUTES)**

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

IB Physics class may have approximately 10 minutes each class for questions and application

### **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 have). 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.*

Tuesdays at Lunch	Thursday Mornings
11:40 AM to 12:20 PM	8:30 AM to 8:55 AM

### **POWERSCHOOL UPDATES & PRIORITY**

General Updates	High Priority Updates	Lower Priority Updates
Extra help logs, quick grade fixes, and attendance logs; updated within a 1-2 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

IB students assessment scores will be posted via PowerSchool, but final predicted grades will appear at midterm and on the final report card. Students will be given a weekly predicted grade in hand (see below)

### **COURSE WEB SITE**

- Practice problems, handouts, and solution keys are posted online for both students and parents
- **Digital copies of the text (E-Book for All Classes): Pass: [mrngochs](#)**
- Twitter and PowerSchool are actively used to relay communication for students and parents
- Class notes loaded online for all students; it is important to print them and bring prior to the class lesson

## 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 Physics 11 Academic Class – C-Block

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

Name \_\_\_\_\_

Date: **As of Tuesday, February 20**

Lab Quiz #1 – Acceleration for a Non-Uniform Motion Graph (+ Docs) Due F. Feb. 23

Remember that the Lab Quiz and Report is Due on Friday. It will be 3Q from your lab sheet, closed book, and you must have submitted your Graph 1-1, Graph 1-2, and the Raw Data. The lab quiz is worth roughly 75% of the overall grade.

Please remember to visit [www.mrngolearning.com](http://www.mrngolearning.com) for all the relevant course files to prepare for class!

Current Grades (w/ all units included) \_\_\_\_\_

Comments: \_\_\_\_\_

Extra help is offered ONLY on Tuesdays at lunch (11:40 AM to 12:20 PM) and Thursday Mornings (8:30 AM to 9:00 AM); any other will be during class support time

### 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



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

## Learner Profile Categories Elaboration

	Class-work & Assignments	Interactions with Others	Organizational Skills	Responsibilities and Independence
Department of Education and Early Childhood Development 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"> <li>• Consistent quality work provided</li> <li>• Strives for perfection (not doing it for the sake of a grade or above-average grade)</li> <li>• Sought out or utilized feedback for further improvement and growth (growth-mindset)</li> </ul>	<ul style="list-style-type: none"> <li>• Is able to work collaboratively and productively with others (e.g. class work, lab settings, and other class related activities) without support</li> <li>• Has shown excellent leadership abilities and/or capacities</li> </ul>	<ul style="list-style-type: none"> <li>• Work has never been late and has been passed either on time or early</li> <li>• Has always come to class prepared and ready to learn</li> <li>• When missing class time for external activities (i.e. ACT absences), the student always developed a plan to mitigate time missed in class</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently punctual for class time</li> <li>• Can follow directions and instructions without provided with additional feedback (ex. verbal discussion in private)</li> <li>• Is able to work productively and on-task without teacher intervention</li> <li>• Has never needed any interventions regarding class routines, rules, directions and instructions</li> <li>• Has shown responsibility by displaying independent work</li> <li>• Has never been warned about cell phone usage and/or other distractions</li> <li>• Has seek or utilized feedback for further growth</li> <li>• Has asked for materials when missing class time and/or contacted me whenever missing materials</li> </ul>