

We were doing fine until...:

Before the nasty virus threw us all for a loop, we were nearing the end of our Electricity unit. $\frac{2}{3}$ of students had been interviewed on their products, and were working on the last portion of the unit.

Where We Are:

As of this writing, all but 1 student completed their products. Most did this via a one-on-one Google Meet. Although this is far better than a paper and pencil submission, it is not required. (The alternative is writing out their answers and submitting them to Google Classroom.) Several parents were in the room with their child during interviews, and saw how I can much better evaluate student learning through interviews. **Only products** require interviews. All other activities are submitted into Google Classroom.

Where We Are Going:

One more week of Electricity. Each day during the week of March 30, there will be a new activity for students to complete. (Due that day by 4:00 PM.) The entire week's activities are posted at once, so students can complete them early if they choose. I would like all work submitted to Google Classroom. Because this past week was catching everyone up to the same place, most Monsoons had **no work** to submit. Despite this, there were far more late assignments than I expected.

The Need to Differentiate Science Workload:

Reflecting on this first week of on-line learning, I realize I need to differentiate expectations. Some students receive significant academic support at school. Homes have different stress levels, different numbers of devices per person etc. So, I'm asking **parents** to let me know what they believe is a reasonable workload for their child in science. I'm assigning one activity per day. Most students, knowing how they have worked in my classroom for 7 months, can complete each in 30 minutes or less. But, I'd rather have a student complete 3-4 carefully than fly through 5 just to be done. Parents may want to see how things go and adjust their opinions week by week. Unless I receive an email from parents, I'll expect all five activities. (Some parents may wish there was **more science work**. Please reach out, I can adjust this, too!)

Additionally, emails are great for quick communication. If a parent would like to speak with me, please email some times and we can do a private Google Meet.

<https://meet.google.com/cte-zggu-pqn>

Since, beginning Monday, **all students** have new work to do, I will offer a Meet from 10:00 -12:00 Monday morning to answer any questions. Additionally, students may email me about setting up individual Meets if they need my help. (Same Meet code as above.)

Self Direction:

Although science, in general, will not be as good on-line as in person, there is one thing students have the opportunity to work on **better** during this on-line time. **Self-Direction!** There is no reason most children cannot submit work on time, without parents having to check on them. Students can choose to use reminders on phones, or a chart of work for the day, or any other technique that works for them. **Any strengthening of Self Direction during this time will benefit students in all facets of life!**

I will start posting the week's worth of assignments in Aspen. If parents question if an assignment has been turned in, they can simply ask their child to show it in Google Classroom. After submission I will generally send them a private message explaining what I want students to have learned in the activity.

I will send **one email** per family per unit if an assignment is late. This signals a child may need help with their work completion system. Obviously, managing more than 100 students, I cannot send late emails each time after that. (I already told some parents it was one email for the duration. But now that we are going at least until May 4 I've adjusted this.)

Scores on Aspen:

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

Self Direction:

Electricity SD 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. (And now, completing work on time!)

Socratic Electricity Assessment on time and directions followed: [This is not due until **April 10**, but it should have been completed at least once before then.] As you know, the Socratic Assessment serves as **one** summative assessment for the unit.

One-Way Timer complete and on time: This was our final Engineering Project of the second trimester. **Only 9** students failed to bring this one in on time. That is far better than the twenty-something on the previous two. Some truly **ingenious designs**, as always!

One student asked about continuing Engineering Assignments during our team Google Meet. At first I thought we could, but watching how much trouble many students are having completing their work, I think we are going to shelve this. But, if students and families are interested, please email me. ***I can give a new Engineering Assignment to any who would like!***

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 Socratic Assessment: This is the final academic task in Aspen, but will not show up until after April 10.

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. Describe how you can demonstrate one way gravitational and electric or magnetic fields are **similar**.
4. Describe how you can demonstrate one way gravitational and electric or magnetic fields are **different**.

Many great projects from the unit will not work out digitally, but we will do the best we can!

Family Science:

Eighteen students participated in Get Behind the Line. Here is the video of all their methods.

<https://www.youtube.com/watch?v=KNctd0Uv-rQ>

Like Engineering Assignments, I can send interested families another Family Science project, but do not want to place this expectation on families as a whole.