

2020? Good riddance!

Where We Are:

We are wrapping up our unit on Magnetism. Students will report to class on Monday **only if they are scheduled for an interview**. Otherwise, they have a list of tasks to work on independently. The one goal students needed to produce (as opposed to simply explain via interview) was a magnetic toy. If students did not have necessary materials at home, they could draw a clear diagram of a magnetic toy. Despite the fact that students did not have classroom materials available, many did an **amazing job** with their toys! (Have you seen your child's?)

Before moving on to Electricity, we will do a short unit on **Properties of Energy**. Here are the goals of that unit:

Properties of Energy:

The **first** and **third** will be shown only by interview (**no product**). Students will make an energy transfer flow chart for the **second goal**. Here are the three goals:

1. **Define** energy and **demonstrate** *what energy is* with a variety of objects.
2. **Create** and **explain** an energy transfer flow chart.
3. **State** the Law of Conservation of Energy and explain what happens to a device's energy as the device stops moving.

Scores on Aspen:

Here is a description of the tasks you will see in Aspen for **Magnetism**.

Self Direction:

Magnetism SD Week 1, 2, 3...: These weekly scores describe how well students did their jobs in class (followed directions, came to class on time with their science materials, remained on task, participated in discussions) during our unit. These SD scores will be recorded all year.

Magnetism Product Goals on time:

This score shows whether your child submitted their toy and write-up on time.

Socratic Magnetism Assessment on time and directions followed: This is due *January 15*, but it should have been completed at least once earlier than this. This gives students the opportunity to think about mistakes for a while and see if they learn from them. Immediately taking the assessment a second time does little beyond help them memorize answers. As you know, the Socratic Assessment serves as **one** summative assessment for the unit.

Academic Standards:

Magnetism:

This unit had three content goals.

1. Define “magnetic field”. **Interview:**
2. Name and explain at least two different factors that affect a magnet’s ability to move an object. **Interview:**
3. Design a toy that demonstrates the existence of magnetic fields.

Product and Interview:

In addition to the toy, students had to write a paragraph explaining what the toy did to demonstrate the existence of magnetic fields.

Magnetism Socratic Assessment: This is the final academic task in Aspen, but will not show up until after *January 15*. *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.

Cameras On/Faces Visible:

You may have heard we had a team meeting for the 6th and 7th grade Auroras about this Friday morning. The vast majority of 6th graders are not a concern here, but a growing number of Auroras needed daily reminders to turn cameras on. If they are doing independent work, cameras need not be on. But if teachers are conducting lessons, it is impossible to judge how well students are following the lesson if we are unable to see their faces. (Even with all cameras on, it is much more difficult for me to judge their understanding than if I was circulating in a classroom with them, but at least I have a fighting chance.) Following Friday morning's meeting, there was a dramatic improvement. If there are continued problems, parents will be emailed directly after your child's Get Set teacher meets with them individually. Parents are welcome to let teachers know about any technical issues or other extenuating circumstances. We appreciate your support!