EAST ORANGE SCHOOL DISTRICT
Middle School Science Expectations

1. **COURSE MATERIALS**
   Textbook
   Class Notebooks
   Folders
   Pen/Pencil
   Calculators
   Other Instructional Tools

2. **FOLDERS:** Instructional Artifacts are to be maintained in one of four (4) separate folders that are to remain in the classroom in a location that will ensure their integrity. Folders are to be maintained by students with teachers reviewing the accuracy of their content and providing feedback when appropriate on a periodic basis. Students are to maintain an accurate log of their of their folder's contents via resources located in the Science Resource Appendix.

   Student Work Folder (Green): All student work produced from learning activities and assessments are to be maintained in this folder.
   - Rubrics
   - Study Aids
   - Work in Progress
   - Independent Practice
   - Reading Strategy Practices (i.e. Graphic Organizers, Concept Mappings, Achieve3000, Activity Worksheets, Quick Lab, Visual Analogy, Data Analysis, Online Assessment & Remediation, Digital Inquiry Activities, Interactive Visuals etc.)
   - Test Correction Form, where applicable.

   Laboratory Folder (Blue):
   - Rubrics
   - Inquiry Aids
   - Laboratories and Activities
   - Independent Research Analysis
   - Reading Strategy Practice (i.e. Graphic Organizers)
   - Test Correction Form, where applicable

   Assessment Folder (Red):
   - Weekly Teacher-Created Quizzes (Consist of multiple-choice questions **and/or** open-ended/brief constructed response items).
   - Teacher-Created Texts (Consist of **BOTH** multiple-choice questions **and** open-ended/brief constructed response items).
   - Mid-Cycle Examinations
   - First Cycle & Third Cycle Examinations
   - Mid-Term Examination
   - Final Examination

   Portfolio Folder (Yellow): Students are required to make six (6) submissions to their portfolios per unit in accordance with the expectations listed in the "Portfolio Requirements" section of each Curriculum Guide, including:

- Portfolio Checklist
- Student Reflections
- Unit Performance Task
- 2 Laboratory Reports
- 2 Teacher-Created Chapter Tests (Consist of **BOTH** multiple-choice questions **and** open-ended/brief constructed response items).
- Open-Ended (OE) /Brief Constructed Response (BCR) Item(s) Peer-Scored using NJ Generic Science OE/BCR Scoring Rubric
- Required six submissions per cycle (Grade 6 Science, Grade 7 Science, and Grade 8 Science)

3. **STUDENT NOTES/NOTEBOOKS:** Student notes/notebooks should include the following items:
    - Dates
    - Big Ideas
    - NJCCCS
    - Essential question(s)
    - Topic heading(s)
    - Goals/Objectives
    - Class-work/Lab Activities
    - Homework
    - Minimum of three entries (new skills, notes) per week

4. **CLASSROOM PRATICES**

Daily Agenda: An agenda is to be posted for students upon entry into the class either on the board or listed on chart paper.

- Date
- Behavioral Objective(s)
- NJCCCS, Listing Strand, CPI, and Key Word Description
- Opening/Do Now
- Work Period with Key Word Description
- Closing with Key Word Description

Opening (approx. time 5-10 min)

- Do Now (5-10 min approx.) is posted or made available to students in the form of a handout presented to them upon entry to class. Examples include:
    - Authentic journal entry
    - 'Think' portion of Think-Pair-Share activity
    - "Around the World" brainstorming activity
    - List-Sort-Categorize activity
- Assess prior knowledge
- Review agenda
- Before reading strategies / vocabulary introduction
- Direct Instruction/Demonstration using 10-2 Lecture/Discussion format or in accordance with "Demo Tips" resource listed in the Science Resource Appendix

Work Period (20-25 min approx.)

- Individual practice (No longer than 15 min.)
- Group work/discussions

- Labs and activities
- Writing tasks
- Technology station
- Each teacher, teacher assistant, and aide is expected to circulate the room **regularly**; refraining from sitting at their desks for extended amounts of time. Teachers are to act as facilitators, conduct small group instruction, and hold conferences, etc. during this time. Teacher assistants and aides are to support the needs of students in fulfillment of district, IEP and 504 expectations. Grading and related preparations are to be reserved for designated prep periods.

Closing (5-10 min approx.)
- Exit Slips
- Written or oral student reflections
- Student or group presentations/exhibitions.
    - Additional classroom time may be allocated during such displays

5. INSTRUCTIONAL PRACTICES:

Essential Questions
- All Essential Questions (EQs) are to be provided to students in a "student-friendly" format at the start of each unit.
- To be used throughout the unit as the central point of all teaching and learning efforts.
- Connections are to be drawn by both teachers and students illustrating how daily experiences and learning relate to EQs.
- To be used as both pre- and post-assessment resources, students should address EQs at the beginning and end of every unit.

Unit Reflection Form
- To be completed in concert with the implementation of each unit. Serves as a means for teachers to provide dynamic feedback and commentary regarding their implementation of the curriculum.

Assessments
- Weekly Teacher-Created Quizzes (Consist of multiple-choice questions **and/or** open-ended/brief constructed response items).
- Teacher-Created Texts (Consist of **BOTH** multiple-choice questions **and** open-ended/brief constructed response items).
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6. ASSESSMENT GOALS: A critical aspect of any UbD lesson plan is thinking backwards from the desired goal of enduring understandings to what you will accept as evidence of those understandings. The following features will help identify desired accomplishments and plan appropriate assessment goals.

Performance Goals, Lesson Opener – highlights activities by which students can demonstrate a transfer of a simple knowledge of facts to a broader understanding of biological concepts

Evidence of Understanding, Lesson Opener – alternative assessments that help you determine if your students can make meaning from what they learned in a lesson.

Performance Tasks, Chapter Study Guide – suggestions for both a Summative and a Transfer Task to ensure students grasp chapter content.

7. TEACHER INSTRUCTIONAL NOTEBOOK (TIN): Teachers will be expected to maintain a 3-ring binder which can be easily accessed from their desks and contains…

Lesson Plans
Curriculum Guide(s)
Unit Reflection Forms
Unit Pre & Post Assessments
Science Resource Appendix
Best Practice Training/Professional Development Log

8. DEPARTMENTAL MEETINGS

Science team members will meet regularly to support vertical and horizontal articulation of curriculum and instructional practices within the district. Departmental meetings serve as a vehicle to foster professional growth by…

- Reading and reviewing articles that reflect best practices or other current research/trends. Be prepared to discuss any article or handouts provided in advance.
- Review curriculum to improve upon the document as it currently stands using your completed Unit Reflection forms. Bring copies of your Unit Reflection forms to departmental meetings reflecting feedback and commentary related to your implementation of the curriculum.
- Share best practices employed your classroom. When requested, bring samples of students' work**,** learning activities**,** assessments etc.