First Day Student BINGO

Meet and greet the students in your class! Introduce yourself. Write their name in the box if they match a description. Then, take a photo and insert it to the box as well. Keep going until you win BINGO! *Winners will be the ones with the most completed.*

Has their own cell phones	Likes Superman Or Batman	Can whistle a song	Gets up before 6am	Likes looking at the sky at night
Likes cats better than dogs	Is the youngest or only child	Has never had a cavity	Doesn't like bananas	Knows all the multiplication facts
Enjoys reading books	Enjoys cooking	**FREE**	Wears earrings	Can do a bike or skateboard trick
Can do a back handspring or flip	Has been to another continent	Has great handwriting	Can do a handstand	Plays a musical instrument
Likes math	Enjoys camping	Has freckles	Is left handed	Goes by a nickname

WOODWARD ACADEMY

WELCOME TO 7th GRADE LIFE SCIENCE!

SEMESTER ONE:

Metric System & Process Skills, Scientific Method, Cells and Cell Energy, Classification, Viruses, Bacteria, Protists, Fungi, Invertebrates

SEMESTER TWO:

Vertebrates, Human Body Systems, Health, Drugs & Alcohol

What to Bring to class:

These materials need to be on your desk at the beginning of class each day!

I. Three-Ring Binder- you need 5 dividers for this subject: 1) Warm-ups, 2) NB pages, 3) Notes, 4) Labs, 5) Tests/quizzes
II. HW Agenda- It doesn't matter what system you use, but DO NOT forget to write down your HW!
III. Pens and pencils
IV. iPad- charged up and ready to go! Use Airplane Mode to conserve battery life.
V. Proper uniform
VI. Brain, Attention, Manners, and Desire to learn

What to Leave At Home:

I. Gum, Food, Book bags, Drinks, **Short Skirts**, Saggy Pants
II. Negative Thoughts, Bad Attitudes, Inappropriate Comments

What You Need To Do To Succeed:

I. Pay Attention in Class. Work cooperatively with others, and work well independently.
II. Complete **All** classwork and homework: these small stepping stones collectively make a big impact on your success!
III. Ask Good Questions; Highlight what you *don't* understand; Come to tutorial; Ask more questions.
IV. Read the *Objectives* to know the goals for your learning outcomes!
V. Use active study skills in small increments each night to understand material.
VI. DO NOT CRAM!
VII. Maintain a positive attitude, encourage others, and enjoy yourself!

Grade Breakdown:

I. TESTS- 40%
II. HOMEWORK- 20%
III. LABS and QUIZZES- 40%

Expectations for Students

1. *Respect others.*
2. Arrive *punctually*.
3. Come *prepared*.
4. Follow *directions*.
5. Become *both a successful independent & interdependent student.*

How to Enter the Classroom

- Enter QUIETLY and go directly to your assigned seat.
    1. Write down the Homework Assignment in your agenda **(what's on the board is most current!)**
    2. Start the *Warm-up on the board*. **These may be collected for bonus points on Labs or missing HW assignments!**

When to Take Care of Business

- You have time to sharpen your pencils, use the hole-punch/stapler, or pick up worksheets before the bell rings (or during transitions to another activity).
- Do not get up when someone is *speaking*.
- **Go to the restroom before you come to class.**
- *Use locker breaks wisely & be sure to bring all materials with you*. You will only be provided 3 locker passes per semester (this includes homework, calculators, textbooks or notebooks).

How to Turn in Papers

- Make sure to use the proper heading (**first and last name**, period, date).
- Multiple pages should be stapled in the correct order.
- Instructions will be given about collection of materials as necessary.

What to Do If You Are Late

- Enter quietly because we are in the process of learning something new.
- Bring your pass directly to me. If you do not have a pass, expect to have a conversation with me before the end of the period. Tardiness may result in detention hours.
- Go QUIETLY to your seat. You may quietly ask your seat buddy to help you figure out what we are doing (or figure it out by context clues!).

What to Do If You Are Absent

- Get a Makeup worksheet from your homeroom teacher to coordinate all missed assignments/ tests.
- Check the science website (**waeagles220.weebly.com**) password: parsons (no uppercase)
- Call a buddy to find out what you missed in class.
    - Buddy #1's name and contact info:_____
    - Buddy #2's name and contact info:_____
- Talk with me about making up assignments.
- ***If you are absent on a review day you will take the test with the rest of the class.*** No new information is covered on review days; all notes and information are posted on Edline beforehand.

Excellence 🎬 Character 🎬 Opportunity

What to Do When You Hear the Intercom

- STOP what you are doing & LISTEN CAREFULLY.
- BE SILENT! It is crucial that everyone can hear the announcements.
- In the event of any emergency drills, quietly and orderly line up to exit the classroom.

How to Leave the Classroom

- The class will not be dismissed until the classroom is clean and orderly, particularly after lab!

Mrs. Parsons' dislikes it when others

- Are Not working *towards* self-direction (taking initiative and working well independently).
- Are Not taking responsibility/ accountability for their actions
- Are Not working cooperatively with others
- Are Negative, disrespectful, silly, or mean
- Cheat or are dishonest
- Violate others' personal space or taking others' belongings
- Are consistently not prepared
- Use the phrase "I forgot…"
- **Use the phrase "I can't…"**

Contact Information:

Mrs. Parsons
Jessica.parsons@woodward.edu
Work: 404-765-2843

Classroom Expectations the Woodward Way

Respect for ourselves, each other, our school, the world

Be Respectful: *Every student has the right to a safe and secure classroom; you do not have the right to jeopardize that in any way.* **Be respectful of yourself, your environment, your fellow classmates, and your teacher.**

Be Responsible: *Recognize your own role in building a fun and productive community of learners. You are either contributing to or hindering your neighbor's success.* **Understand there will be consequences, both good and bad, for your choices and actions.**

Be Prepared: *Come to class with all necessary supplies for studying and completing homework: binders, ipad, charger, pens/pencils, highlighter, agenda, etc. Administration will not tolerate students in the halls for their forgotten materials.*

Be Cooperative: *Sometimes you will be asked to do something that you may not like, or work with someone you don't like, or you don't see the immediate relevance.* ***Be mature; work through it****. You may find that "getting there" is half the fun and you will grow through the process. Our world demands that you work well with others.*

Think, Think, Think--Process, then Speak! *Allowing yourself time to process gives you the chance to make sense of the information you are hearing and seeing.*

Be Resilient: *The difference between a wise person and a foolish person is that a wise person learns from their mistakes.* ***With reflection, each mistake is an opportunity to learn and grow.*** *Trust yourself and the process and you will be much wiser at the end of this year!*

Be A Worker: *Your full time job is to be a Woodward student! Challenge yourself to be productive. You are here; use your time wisely.*

Be Patient: *You are on a journey to become a stronger, more effective learner. Although it won't happen overnight, you will be a better learner with great success!*

Adapted from submission by Mark Decker retrieved from http://www.princetonol.com/groups/iad/Files/rules.htm

7CP Life Science Weekly Report

Name _____ Term: 1 2 3 4

Current Grade _____

Week	1	2	3	4	5	6	7	8	9	Weekly Conduct
Shows self control										
Exhibits positive attitude, effort, persistence (growth mindset)										0 checks E
Controls talking										1 check S
Shows good manners/ respects others										2-3 checks N
Works well with peers (adds to learning; stays on task)										4+ checks U
Follows classroom and school rules										
Weekly Conduct Grade										

Week	1	2	3	4	5	6	7	8	9	Weekly Conduct
Prepared/ organized for learning										
Asks for help (self-advocates)										0 checks E
Actively participates in class										1 check S
Works well independently/ stays on task										2-3 checks N
Listens and Follows directions										4+ checks U
Thinks creatively; works to solve problems										
Weekly Work Habits Grade										

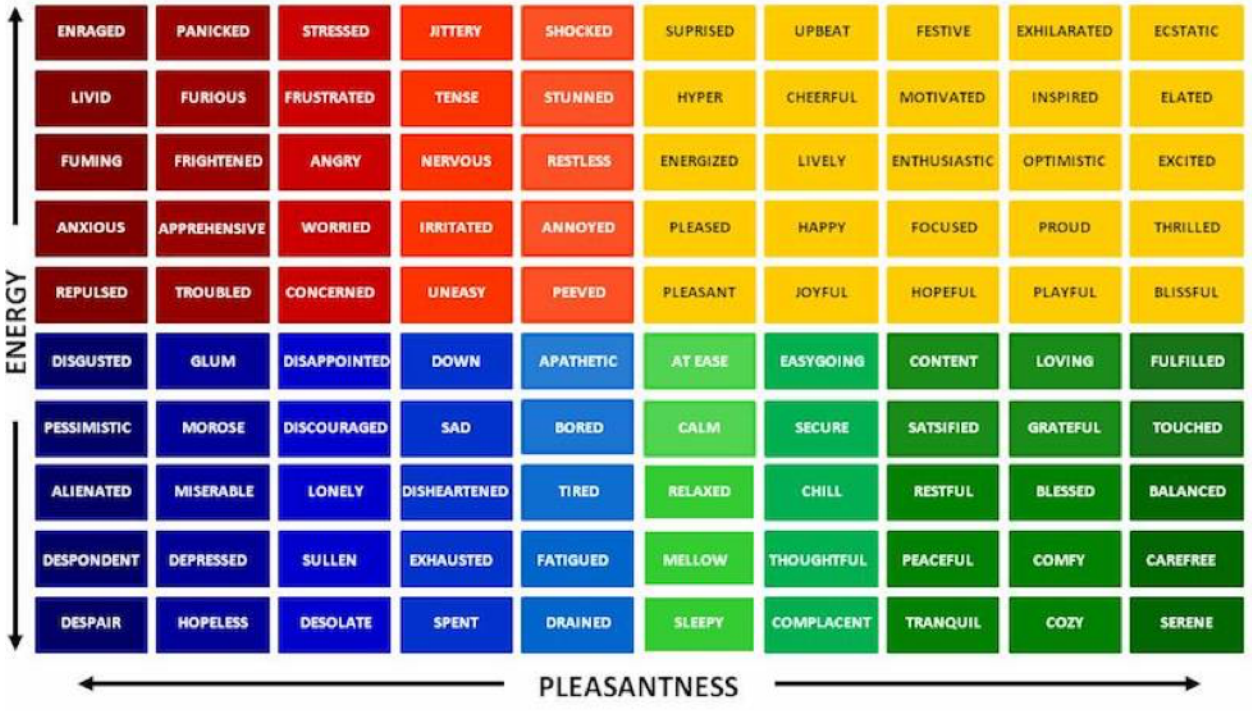
E=Exceeds Satisfactory S=Satisfactory N=Needs Improvement U=Unsatisfactory

Teacher Comments:
Parent Questions/ Concerns:
Ideas for Greater Achievement (classroom-home partnership):

Parent Signature _____Date_____

MOOD METER

How are you feeling?



Name_____

Mindset Quiz

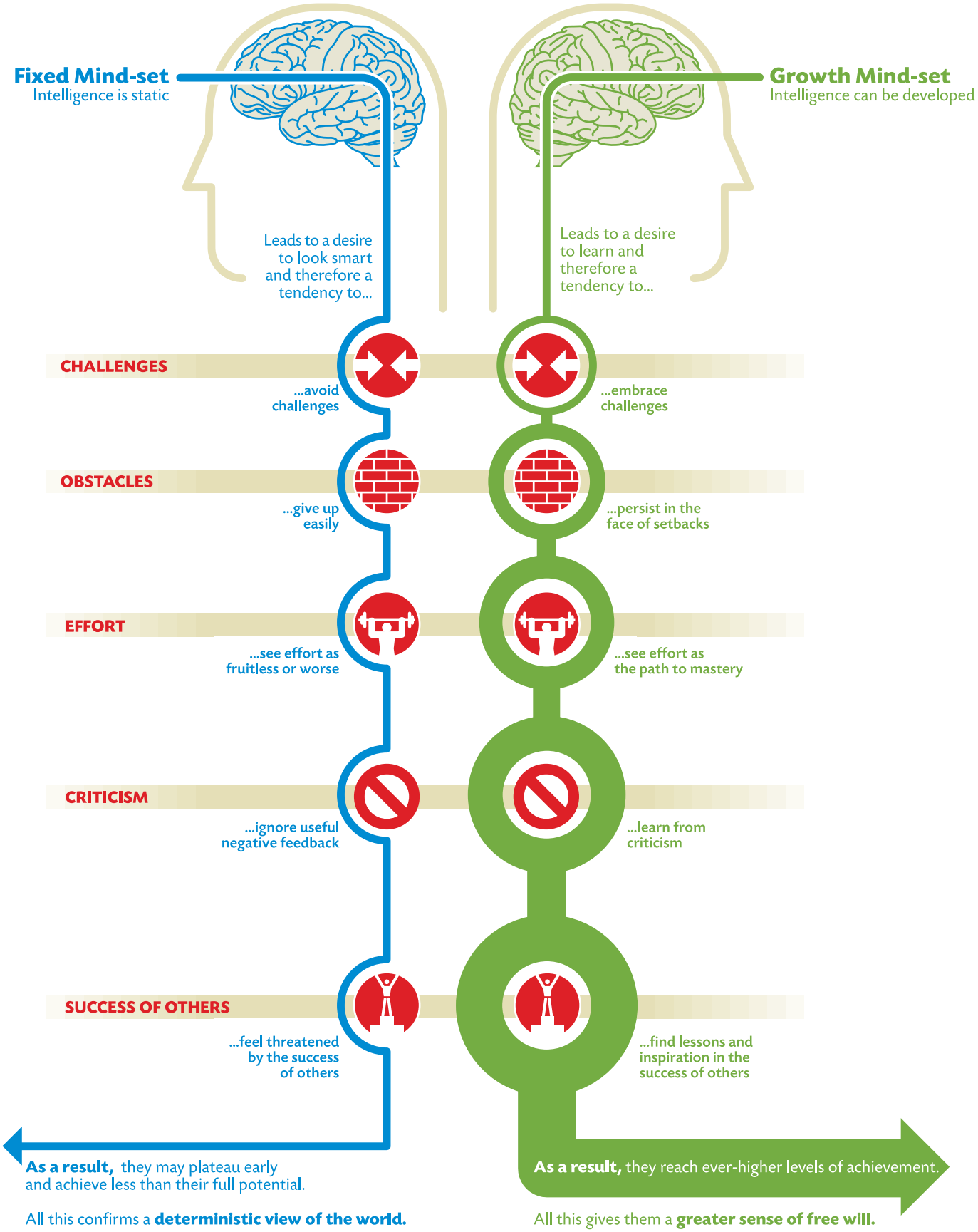
To what extent do you agree or disagree with these statements:

Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)

RESPONSE		**POINTS**
1. _____	Your intelligence is something very basic about you that you can't change very much.	_____
2. _____	No matter how much intelligence you have, you can always change it quite a bit.	_____
3. _____	You can always substantially change how intelligent you are.	_____
4. _____	You are a certain kind of person, and there is not much that can be done to really change that.	_____
5. _____	You can always change basic things about the kind of person you are.	_____
6. _____	Music talent can be learned by anyone.	_____
7. _____	Only a few people will be truly good at sports – you have to be "born with it."	_____
8. _____	Math is much easier to learn if you are male or maybe come from a culture who values math.	_____
9. _____	The harder you work at something, the better you will be at it.	_____
10. _____	No matter what kind of person you are, you can always change substantially.	_____
11. _____	Trying new things is stressful for me and I avoid it.	_____
12. _____	Some people are good and kind, and some are not – it's not often that people change.	_____
13. _____	I appreciate when people, parents, coaches, teachers give me feedback about my performance.	_____
14. _____	I often get angry when I get feedback about my performance.	_____
15. _____	All human beings without a brain injury or birth defect are capable of the same amount of learning.	_____
16. _____	You can learn new things, but you can't really change how intelligent you are.	_____
17. _____	You can do things differently, but the important parts of who you are can't really be changed.	_____
18. _____	Human beings are basically good, but sometimes make terrible decisions.	_____
19. _____	An important reason why I do my school work is that I like to learn new things.	_____
20. _____	Truly smart people do not need to try hard.	_____

Wait for further instructions for scoring your Mindset Quiz

_____ TOTAL POINTS



GRAPHIC BY NIGEL HOLMES

Name_____

Subject_____

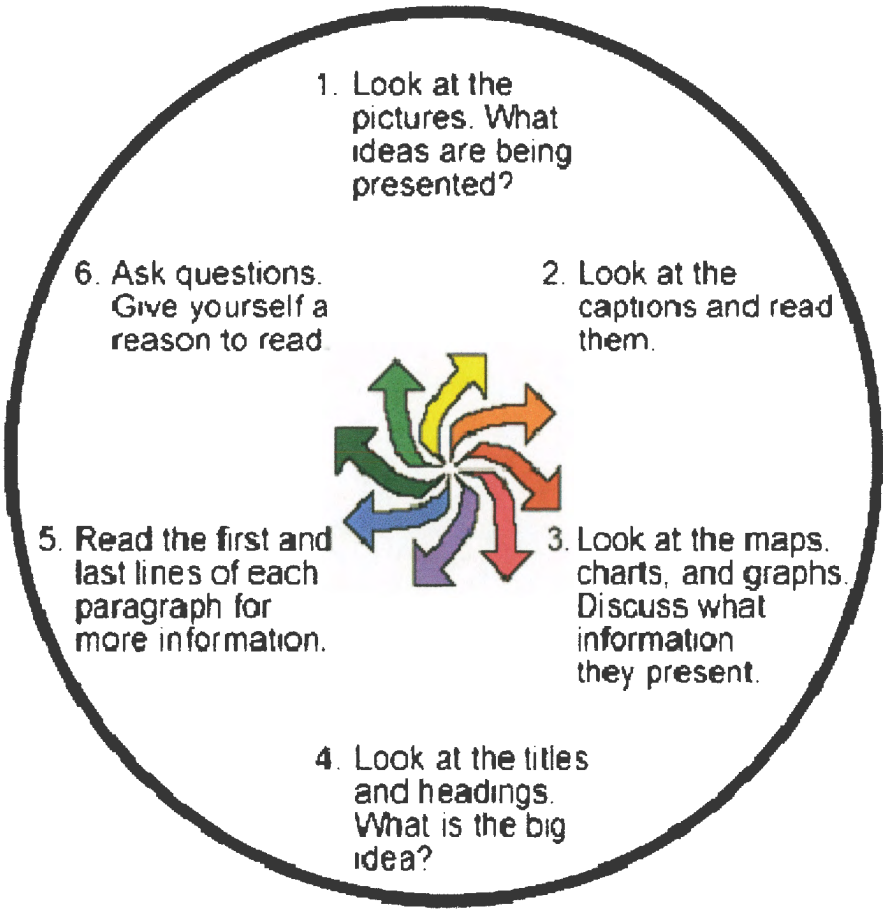
Date_____

Science Current Event Article Summary

Main Idea:

Supporting Details:

Your thoughts/ opinion:



Reading for Activity Option 1 or 2

You Can Grow Your Intelligence

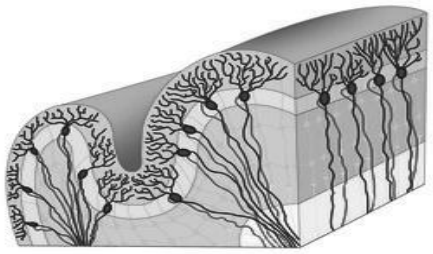
New Research Shows the Brain Can Be Developed Like a Muscle

Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart, average, or dumb—and stays that way for life.

But new research shows that the brain is more like a muscle—it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn.

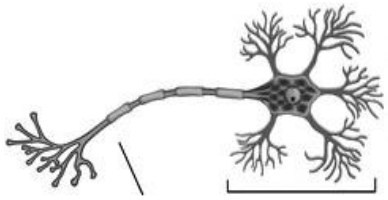
Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can't lift 20 pounds when they start exercising can get strong enough to lift 100 pounds after working out for a long time. That's because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say "Use it or lose it!"

But most people don't know that when they practice and learn new things, parts of their brain change and get larger a lot like muscles do when they exercise.



A section of the cerebral cortex

Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.



Axon *Dendrites*

A typical nerve cell

When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible to do—like speaking a foreign language or doing algebra—seem to become easy. The result is a stronger, smarter brain.

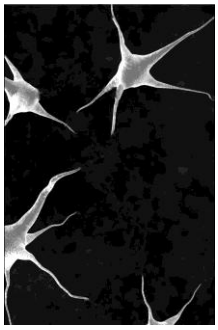
2

How Do We Know the Brain Can Grow Stronger?

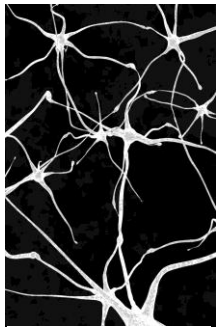
Scientists started thinking that the human brain could develop and change when they studied animals' brains. They found out that animals who lived in a challenging environment, with other animals and toys to play with, were different from animals who lived alone in bare cages.

While the animals who lived alone just ate and slept all the time, the ones who lived with different toys and other animals were always active. They spent a lot of time figuring out how to use the toys and how to get along with the other animals.

Effect of an Enriched Environment



Nerves in brain of animal living in bare cage



Brain of animal living with other animals and toys

These animals had more connections between the nerve cells in their brains. The connections were bigger and stronger, too. In fact, their whole brains were about 10% heavier than the brains of the animals who lived alone without toys.

The animals who were exercising their brains by playing with toys and each other were also "smarter"—they were better at solving problems and learning new things.

Even old animals got smarter and developed more connections in their brains when they got the chance to play with new toys and other animals. When scientists put very old animals in the cage with younger animals and new toys to explore, their brains also grew by about 10%!

3

Children's Brain Growth

Another thing that got scientists thinking about the brain growing and changing was babies. Everyone knows that babies are born without being able to talk or understand language. But somehow, almost all babies learn to speak their parents' language in the first few years of life. How do they do this?

The Key to Growing the Brain: Practice!

From the first day they are born, babies are hearing people around them talk—all day, every day, to the baby and to each other. They have to try to make sense of these strange sounds and figure out what they mean. In a way, babies are exercising their brains by listening hard.

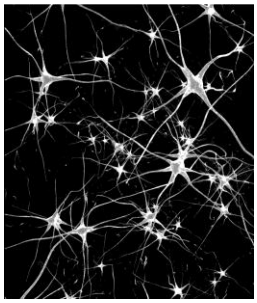
Later, when they need to tell their parents what they want, they start practicing talking themselves. At first, they just make goo-goo sounds. Then, words start coming. And by the time they are three years old, most can say whole sentences almost perfectly.

Once children learn a language, they don't forget it. The child's brain has changed—it has actually gotten smarter.

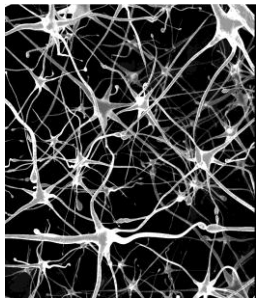
This can happen because learning causes permanent changes in the brain. The babies' brain cells get larger and grow new connections between them. These new, stronger connections make the child's brain stronger and smarter, just like a weightlifter's big muscles make them strong.

4

Growth of neuron connections in a child from birth to 6 years old



At birth



At age 6

The Real Truth About "Smart" and "Dumb"

No one thinks babies are stupid because they can't talk. They just haven't learned how to yet. But some people will call a person dumb if they can't solve math problems, or spell a word right, or read fast—even though all these things are learned with practice.

At first, no one can read or solve equations. But with practice, they can learn to do it. And the more a person learns, the easier it gets to learn new things—because their brain "muscles" have gotten stronger!

The students everyone thinks as the "smartest" may not have been born any different from anyone else. But before they started school, they may have started to practice reading. They had already started to build up their "reading muscles." Then, in the classroom, everyone said, "That's the smartest student in the class."

They don't realize that any of the other students could learn to do as well if they exercised and practiced reading as much. Remember, all of those other students learned to speak at least one whole language already—something that grownups find very hard to do. They just need to build up their "reading muscles" too.

5

What Can You Do to Get Smarter?

Just like a weightlifter or a basketball player, to be a brain athlete, you have to exercise and practice. By practicing, you make your brain stronger. You also learn skills that let you use your brain in a smarter way—just like a basketball player learns new moves.

But many people miss out on the chance to grow a stronger brain because they think they can't do it, or that it's too hard. It does take work, just like becoming stronger physically or becoming a better ball player does. Sometimes it even hurts! But when you feel yourself get better and stronger, all the work is worth it!

6

E-mail questions or comments to:
Growyourbrain@aol.com

SMART Goals Planning Worksheet

Student Name_____ Date_____ Review Date with Teacher_____

Directions: Briefly describe an accomplishment you would like to achieve: **(for academics or co-curricular)**

Goal:

_____

Goals should always be: **S** - specific **M** – measurable **A** – achievable **R** – relevant **T** – Timely

a. **Specific:** The goal stated above must be clearly defined (not clear= I want to be a better student this term; clear= I will have 100% HW completion rate for Term 1 or I will increase the next Lab grade by 10%)
b. **Measurable:** Measure your progress using percentage increases or an incremental increase in skill. *For example, to prepare for Friday's reading test, I will increase my score on the Quizlet activity by 10% each evening.*
c. **Achievable:** What do you need to accomplish the goal?
d. **Relevant:** Does this pertain to your current circumstances and desired outcomes?
e. **Timely:** Can success be determined within the next few days or weeks? YES (then go for it!) NO? rewrite it

Goal Rewrite:

_____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
EXAMPLE: Increase vocab test by 10%	5 minutes uninterrupted vocab card review	10 minutes reviewing vocab cards; create a quiz	Take Quizlet	Take Quizlet & increase score by 20%	**Vocab test!**	

*write your action steps into your agenda for daily reference. Check it off after you complete it!

Teacher Review: Was the goal accomplished? YES NO

What changes need to be made to accomplish the goal? Does a new stretch goal need to be established?