

A red apple sits on top of a stack of three books. A yellow pencil with a pink eraser lies horizontally across the top book. The background is a solid teal color.

# Back to School Morning

9<sup>th</sup> Grade

Ms. Pell - Environmental Science

Mr. Lopez - English 9

Ms. Lau – Ethnic Studies

Mr. Gower - Art

Ms. Johnson- Accelerated Math 9

Mrs. Richmond/Ms. Ho- Math 1

Please feel free to ask questions in the  
Questions box throughout the webinar!



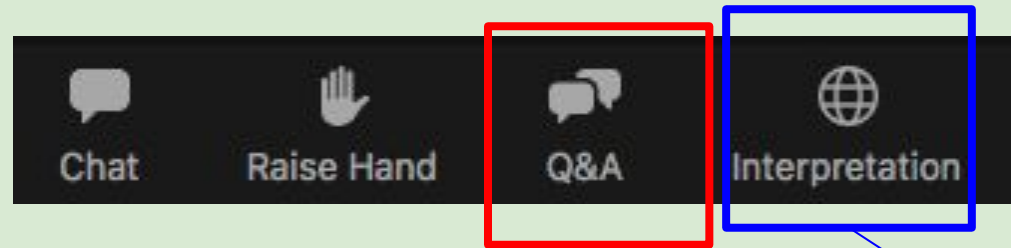
Please complete this quick  
survey for attendance.

[Attendance Survey](#)

# Welcome!!

Your expectations of the 9<sup>th</sup> Grade Teachers

- Be On Time.
- Provide Extra Help and Resources.
- Be dedicated to YOUR student.
- [9th Grade Weekly Assignment Calendar](#) (updated weekly)



If you have  
questions, please  
use the Q&A!

If you need Spanish translation

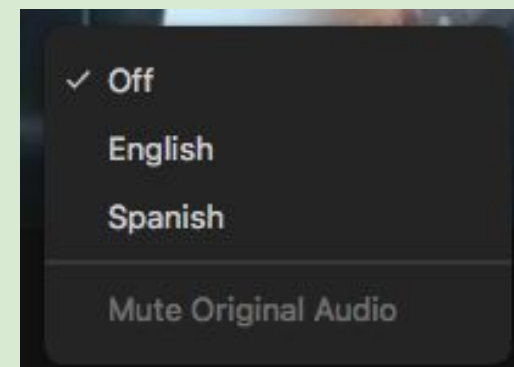
- Select SPANISH
- You can choose to mute original (English) audio.

Si necesita traducción en español

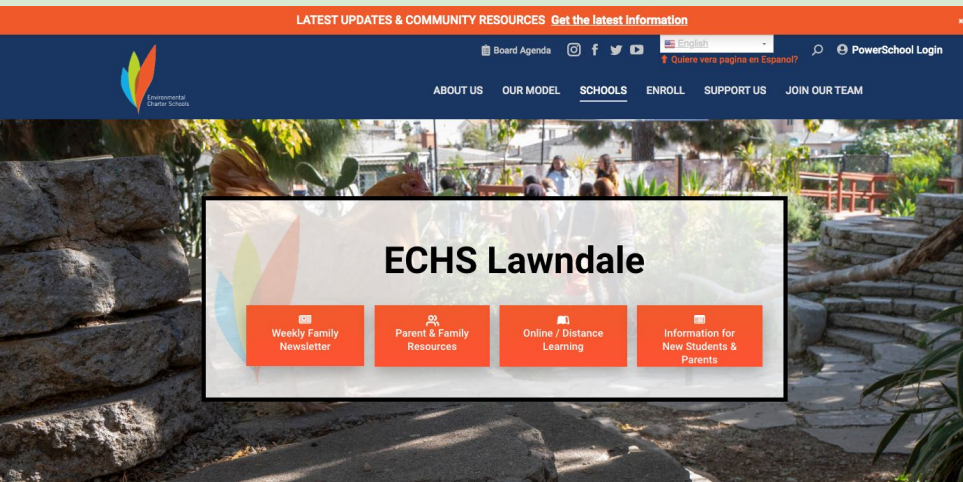
- elíjio ESPAÑOL
- Puede elegir silenciar el audio original (inglés).

Raise Hand:

Only use this feature if you are not able to type and have a question that is connected to what is being discussed LIVE



# On ECHSlawndale.org



Go to  
[echslawndale.org](https://echslawndale.org)

Scroll down to ECHS  
Online/Distance-Learning

## ECHS Online / Distance-Learning

- Google Classroom
- Weekly Student Assignments
- Video Tutorials & Workshops
- Distance Learning Documents

Weekly Student Assignments

- 9TH GRADE
- 10TH GRADE
- 11TH GRADE
- 12TH GRADE

Course	Important Links
Ethnic Studies	<a href="#">OH: Fri 9:45-11am</a> <a href="#">Tutoring: (T/R 2:30-3:30)</a> <a href="#">Setup a meeting with me</a>
English	<a href="#">Office Hours: Fri 9:45-11am</a> <a href="#">Setup a meeting with me</a>
Art	<a href="#">Office hours Fir 9:45-11</a> <a href="https://www.gowersartclass.com/">https://www.gowersartclass.com/</a> <a href="#">Setup a meeting with me</a>

Click on [Weekly Student Assignments](#)

# 9th Grade Norms

- First and last name in Zoom
- Appropriate pictures of your face
- Use & Check your school email only
- Communicate your needs: one on one check ins, family concerns, questions about assignments.
- Fill out weekly survey
- Come to class prepared: technology is working, headphones available, notebooks and other materials nearby. Suggested: log in 15 min early.
- Be as present as possible: Reduce distractions.
- Cameras on as available
- Appropriate clothing

# Assignment Calendar and Office Hours

## 9th Grade Weekly Assignment Calendar

- updated every Monday
- see all of your students' assignments and tasks every week
- sign up for a meeting with us outside of office hours (for both families and students)





# **Environmental Science**

**Teacher:**

Ms. Pell

[lauren\\_pell@ecsonline.org](mailto:lauren_pell@ecsonline.org)

**Office Hours:**

Friday: 9:50 - 11am and by appt



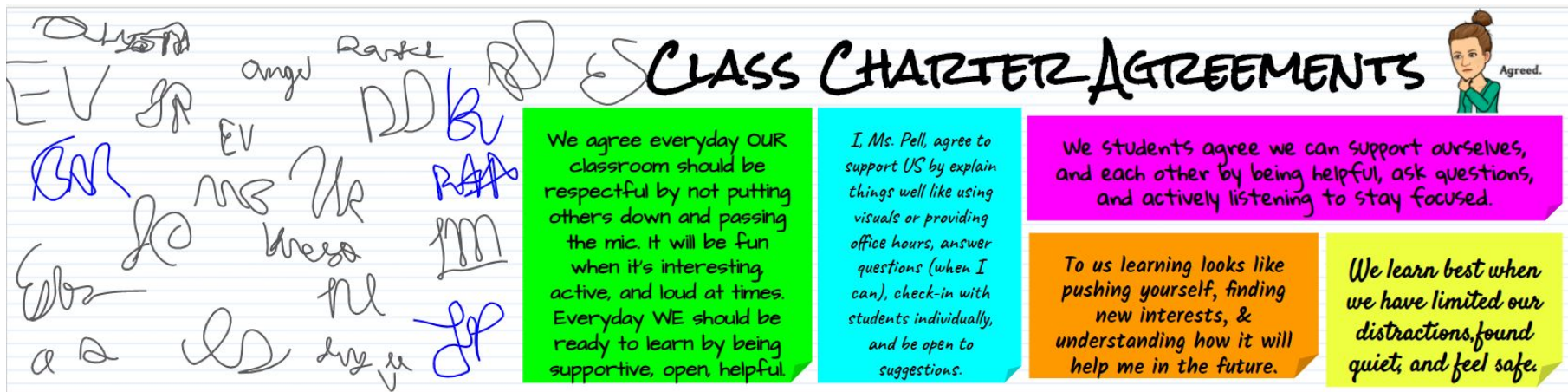
# GOALS FOR STUDENTS

- ❑ Experience success in science
- ❑ Develop scientific habits of mind
- ❑ Build foundational skills to prepare them for future science courses
- ❑ Use inquiry as a way to construct knowledge
- ❑ Develop an environmental ethic (relationship with the natural world)

# SUCCESS GUIDE FOR ENVIRONMENTAL SCIENCE

**Who:** 9th grade ECHS students and families, ECHS community members, community experts, representative authors and scientists, and myself, Ms. Lauren Pell.

**WHAT & WHY:** We are in a time when the interconnectedness of our society and environment are becoming increasingly obvious. We are being urged to think differently, to do so we must first see and learn differently. We need to see the systems and structures of our world, think about our connections to the components and processes, and learn how systems can be both stable and change. Nervous? Don't worry students are way better at this than adults!

A collage of handwritten signatures in various colors (blue, black, green) on a white background. The title 'CLASS CHARTER AGREEMENTS' is written in a large, bold, black, hand-drawn font. To the right of the title is a small cartoon illustration of a woman with brown hair in a bun, wearing a green shirt, with the word 'Agreed.' written next to her.

**CLASS CHARTER AGREEMENTS**

We agree everyday OUR classroom should be respectful by not putting others down and passing the mic. It will be fun when it's interesting, active, and loud at times. Everyday WE should be ready to learn by being supportive, open, helpful.

I, Ms. Pell, agree to support US by explain things well like using visuals or providing office hours, answer questions (when I can), check-in with students individually, and be open to suggestions.

We students agree we can support ourselves, and each other by being helpful, ask questions, and actively listening to stay focused.

To us learning looks like pushing yourself, finding new interests, & understanding how it will help me in the future.

We learn best when we have limited our distractions, found quiet, and feel safe.

**How:**

- Show up and take risks + communicate and follow through when you can't
- Work towards our class charter agreements + follow school handbook
- Document learning in OneNote (3x week), students log in here: <https://www.onenote.com/hrd>
- Check reminders in Google Classroom (up to 3x week) and grades Powerschool (1x week)
- Maintain your tech please (keeping devices charged, power down when not in use, check for updates, etc)

# OUR LEARNING

is be broken down into three areas

## NATURE

We will investigate these **core ideas**:

- ❑ Interconnectedness of earth systems like air, water, land, and life
- ❑ Climate components, processes and influences on human activity
- ❑ Relationships between human activities and earth systems and reducing human impacts on earth
- ❑ Water properties, carbon cycles, energy, natural and mineral resources
- ❑ Global climate models & future scenarios

## SCIENCE

We will build on these **practices**:

- ❑ Constructing explanations and designing solutions
- ❑ Developing and using models
- ❑ Planning and conducting investigations
- ❑ Using math and computational thinking
- ❑ Analyzing and interpreting data

## PEOPLE

We will reflect on these **questions**:

- ❑ How do we view scientists?
- ❑ How is the earth interconnected?
- ❑ How do our values shape our relationship with nature?
- ❑ What is our relationship with water? Energy? Natural resources?
- ❑ What values will shape our future relationship with the natural world?

grades are communicated as

## LEARNING TARGETS - 85%

- Individual growth in **practices** and **core ideas**
- Portfolio reflections on **questions**

## HABITS OF MIND - 15%

- Learning logs
- Science journal reflections
- Weekly surveys

using

## OUR SCALE → PS SCALE

Above & Beyond	→ Mastery "4m"
You've Got It	→ Proficient "3P"
Almost there	→ Basic "2B"
Try Again	→ Below Basic "1BB"



# English 9

Mr. Lopez

[jose\\_lopez@ecsonline.org](mailto:jose_lopez@ecsonline.org)

@MrLopezYaDig

Office Hours:

Friday: 9:45-11am and by appt

# Major Units for the Course

**Essential Question: How do I define “morality” and how can that help me make informed, sound decisions?**

Unit 1 - Encountering Complex Text

Unit 2 - Creating and Becoming the  
“Other”

Unit 3 - Technology and Humanity

Unit 4 - Influence and Morality







# Expectations

- Come to class with material read and annotated
- Contribute to class discussion (even in the chat)
- Come to office hours (I am your biggest resource, take advantage of that!)

# Environmental Art

Mr.Gower

[www.gowersartclass.com](http://www.gowersartclass.com)

Website contains info on the following

Calendar, Supply list, Photos, Teaching style, Learning Targets

*Units: Culture / Identity, 3D Production Techniques,  
Environmental, Art Concept Application*





# JOIN THE EQUITY AND DIVERSITY COMMITTEE!

We're looking for parents who are interested in participating in our Equity and Diversity committee (EDC). The EDC examines data on topics such as student achievement, school discipline, school climate and enrollment trends/retention; they attempt to address the roots of bias; share insights and suggest possible resources or actions to ECS leadership. The Committee membership consists of a parent, a student, teacher, staff, administration and board representative.

## **What you'll be asked to do:**

- ❑ Attend a monthly meeting after school (8 meetings total)

## **What you'll get:**

- ❑ \$300 stipend

## **If you're interested:**

- ❑ The Equity and Diversity Committee will send out a call through email and we'll send a flyer home through advisory



# Accelerated Math 9

**Ms. Johnson**

[amy\\_johnson@ecsonline.org](mailto:amy_johnson@ecsonline.org)

@MsJ\_ECHS

**Office Hours:**

Friday: 9:45-11am

Extra hours offered before  
assessments.

Appointments work too!



# Accelerated Math 9

- Topics
  - Mathematical thinking in our world
  - Mathematical functions
  - Geometry



# Accelerated Math 9

- Expectations
  - Engage in class, camera on when possible
  - Complete all assignments, notify Ms. Johnson when something comes up so we can make arrangements
  - Ask for help and attend tutoring often!



# Integrated Mathematics 1

***Mrs. Richmond***

All students encouraged to join  
#scholarhours: Fridays 9:45 - 11pm

And by appointment using Calendly

email anytime:

[alexis\\_richmond@ecsonline.org](mailto:alexis_richmond@ecsonline.org)

*Partnering with another math educator*



# Our Focus

- Improving Math Disposition
- Creating Solutions
- Communicating their findings
- Robust tools and analytical thinkers
- Connecting the classroom to careers, business ownership, and post-HS plans.





# Integrated Mathematics 1

## What will they learn?

Module 1	Sequences
Module 2	Linear & Exponential Functions
Module 3	Feature of Functions
Module 4	Equations and Inequalities
Module 5	Systems of Equations & Inequalities
Module 6	Transformations & Symmetry
Module 7	Congruence, Construction & Proof



# Keys to Success



- Students who **practice and PERSEVERE** through their successes and frustrations.
- Students who **never give up** because their mind is infinite.
- Students who know they will make mistakes, and are **committed to learn** from them.

# Keys to Success

- Norms: BE<sup>5</sup>:
  - Be prepared
  - Be On Time
  - Be Focused
  - Be Respectful
  - **Be Confident**
- “Huddle” used to encourage collaboration
- **Resilient Mathletes**





# Integrated Mathematics 1

Ms. Ho

[lien\\_ho@ecsonline.org](mailto:lien_ho@ecsonline.org)

Friday: 9:45am-11am and by appt



# Integrated Mathematics 1

## What will they learn?

Module 1	Sequences
Module 2	Linear & Exponential Functions
Module 3	Feature of Functions
Module 4	Equations and Inequalities
Module 5	Systems of Equations & Inequalities
Module 6	Transformations & Symmetry
Module 7	Congruence, Construction & Proof



X	Y
1	5
2	10
3	20
4	40

Handwritten notes:  $\times 2$  between 1 and 2,  $\times 2$  between 2 and 3,  $\times 2$  between 3 and 4.

X	Y
1	5
2	10
3	20
4	40

$$\begin{aligned}
 5 \cdot d \cdot d &= 20 \\
 \%5 \quad \%5 \\
 d \cdot d &= 4 \\
 2 \cdot 2 &= 4
 \end{aligned}$$

Yes, because when we try to find a missing term of a geometric sequence there could be more than one term but they are both correct.

Yes, there can be more than one answer because as one of my classmates said that when it is even there are multiple answers, but when it is odd there is only one answer. For example, if we are trying to find the missing term between 3, \_\_, 12  
 work:  $3 \cdot d \cdot d = 12$   $\%3$   $\%3$   $d \cdot d = 4$   $2 \cdot 2 = 4$  or  $-2 \cdot -2 = 4$   
 7, \_\_, 875  
 work:  $7 \cdot d \cdot d = 875$   $\%7$   $\%7$   $d \cdot d = 125$   $5 \cdot 5 \cdot 5 = 125$  (the amount of d's depended if you have more than one answer)  
 EVEN: multiple ODD: one

Yes, there can be more than one right answer. I say this because the answer can be a positive and a negative but still the same number like 6 and -6.

It is best to use an explicit formula because it is the easiest to use when you want to find big numbers.  $a_n = 18 + (n-1)(2)$   
 $a_{25} = 18 + (25-1)(2)$ : formula  $a_{25} = 18 + 24(2)$   $a_{25} = 18 + 48$   $a_{25} = 66$ :  
 answer to the 25th term

$$\begin{aligned}
 \frac{20}{5} &= \frac{5 \cdot d^2}{5} \\
 4 &= d^2 = d \cdot d \\
 \boxed{d=2}
 \end{aligned}$$

# Accountability - Grading

- Homework will be assigned every week.
- Re-take quizzes.
- Review progress on Powerschool.
- Everything is graded based on student's understanding (not by # of correct answers.)

## Grading

4.0 = Mastery (100%)

3.5 = Progressing towards Mastery (90%)

3.0 = Proficient (85%)

2.5 = Progressing towards Proficient (75%)

2.0 = Basic (65%)

1.5 = Progressing towards Basic (60%)

1.0 = Below Basic (50%)



# Change Your Mindset

## Fixed Mindset

Mistakes mean  
I'm a failure.

This is too  
hard.

I can't make  
this better.

## Growth Mindset

Mistakes are  
**opportunities  
to grow.**

This may take  
more **time and  
effort.**

I can **always  
improve.**



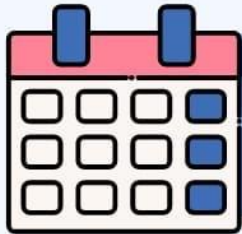
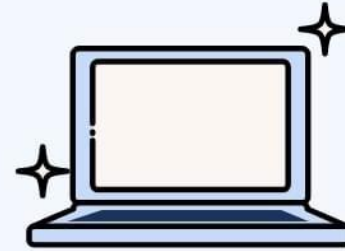




# Requirements (What is needed for success)

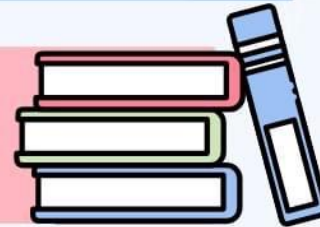
- Must come to class mentally and physically prepared (This is tough for freshman to do consistently.)
- Come to office hours or workshops ( I am always here, use me as a resource.)
- Must finish HW assignment on time to get timely feedback.

# Tips for Successful Online Learning



Follow a daily routine or schedule

Create a designated learning space



Take breaks throughout the day

Don't be afraid to ask for help



**GoPeer**

# Ethnic Studies

Ms. Lau

[connie\\_lau@ecsonline.org](mailto:connie_lau@ecsonline.org)

@theclassroom

**Tutoring: Fri: 9:45-11am or by appt**





**Essential question:**

**How does identity, power, history, narratives, and systems impact our lives?**

**Some concepts:**

**Identity**

**Community Cultural Wealth**

**Critical Media Literacy**

**Resistance**

**Counter/Dominant Narratives**

**Oppression**

**Mental Health**



## **Class structure:**

**Digital journal**

**Google classroom assignments**

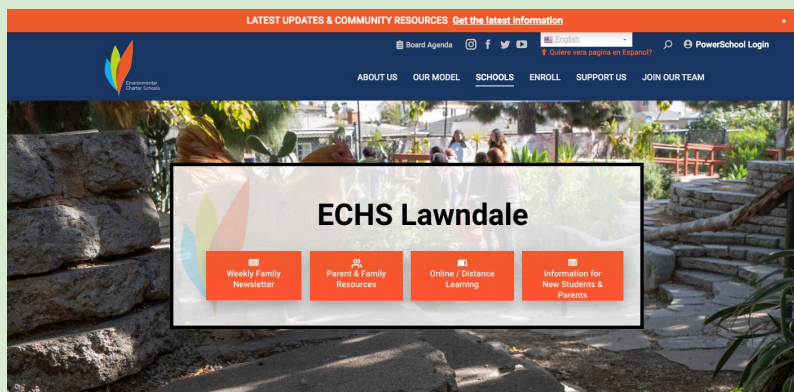
**Projects (art, essays, videos, podcasts)**

**Jamboards/Padlets**

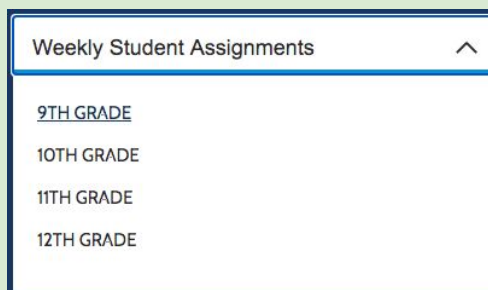
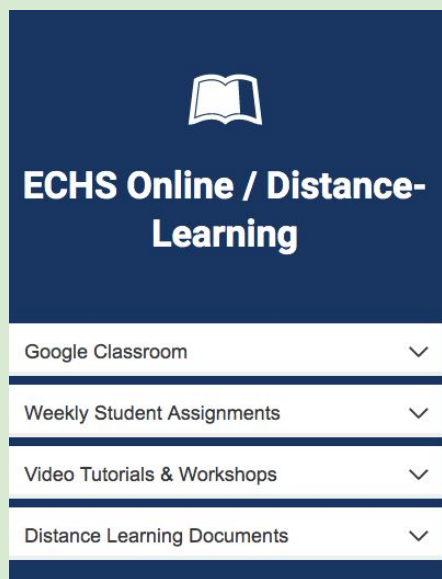
**Reader**



If you want to meet with us today, set up a Calendly meeting. The link is on our weekly assignment document



- Go to echslawndale.org
- Scroll down to ECHS Online/Distance-Learning
- Click on Weekly Student Assignments
- **Setup a meeting with me**



Course	Important Links
Ethnic Studies (Lau)	<a href="#">OH: Fri 9:45-11am</a> <a href="#">Tutoring: (T/R 2:30-3:30)</a> <a href="#">Setup a meeting with me</a>
English (Lopez)	<a href="#">Office Hours: Fri 9:45-11am</a> <a href="#">Setup a meeting with me</a>

# Please answer this survey

[Attendance Survey](#)



**Thank you!!**

**We will send an email to students with these slides and  
a recording of this webinar.**

