2016 MCMS Demo Day SESSIONS

TIMES	PERIOD	SESSION: Name, subject, & description	SESSION: Name, subject, & description	SESSION: Name, subject, & description	SESSION: Name, subject, & description	SESSION: Name, subject, & description	SESSION: Name, subject, & description	SESSION: Name, subject, & description
SESSION 1 8:30-9:15	Per.1	**HELLER: SS** Scholarly discussion re: ancient history and year long social studies Driving Questions: *What is a civilization?* and *What does it mean to be civilized?* Using Visible Thinking strategies, students will 1) share, shape, & verbalize thinking regarding Driving Questions and 2) justify opinions & claims to answer Driving Questions using text & documents. Per. 1 is a stand alone lesson (See per.3/5 & 6/7)	**FAST/HERMOSILLO Physical Education:** Warm Up activities for PE exemplify the year long driving question, *"What does it mean to be fit?"* Student led exercises improve strength for personal fitness. Students resarched and developed their own exercises which you will see demonstrated today.	**Winsick 8:45 to 10:00: Algebra -** Making Connections to complete the Quadratic Web. Students will practice moving from a quadratic rule to its graph for parabolas with one or two x-intercepts. They will learn how to use the Quadratic Formula to solve quadratic equations that are not factorable. They will practice reverse thinking, justifying and making connections.	**YAP: Environmental Explorers. *Solar Cars:*** As the final stage of our unit**:** What is our environment? students will address the *Driving Question:* How can Energy be reused in our environment? Students will learn and apply various strategies: Interactive notebook, questioning, categorizing, collaborating, sensemaking, constructing, evaluating, visual thinking, revaluating, and reflecting as they also address the NGSS *Crosscutting Concept:* Solar Energy can be transformed into kinetic energy by generating electricity.	**GRAVES: Science All About that Base** Introductory inquiry activity exploring PH levels of common household substances. Students will experience lesson frontloading and have their interest piqued for the upcoming unit.	**Maureen O'HAGAN: Science NGSS Engineering challenge.** After a quick lesson on the properties of oil and the effects of oil spills on ocean animals, students will design and construct a device to prevent oil from spreading and reaching beaches. Students will have to design a model, revise plans, ask questions, construct and test their boom devices for effectiveness.	**COHEN: Science** After a quick lesson on the properties of oil and the effects of oil spills on ocean animals, students will design and construct a device to prevent oil from spreading and reaching beaches. Students will have to design a model, revise plans, ask questions, construct and test their boom devices for effectiveness.
SESSION 2 9:20-10:10	Per. 2	**LAVENE: Social Studies: Socratic Seminar S**tudents will discuss the driving question, *"Which group, the medieval serfs or the people living in poverty today in America, had a better situation regarding food, shelter, clothing, and protection?* These seminars offer ways for students to examine texts and documents and support their claims using evidence. See how we utilize Backchannel Chat to increase participation of our audience. With goals of Reading, Listening, Speaking, and Writing, Socratic Seminar fulfills it all!	**Maureen O'HAGAN: Science** After a quick lesson on the properties of oil and the effects of oil spills on ocean animals, students will design and construct a device to prevent oil from spreading and reaching beaches. Students will have to design a model, revise plans, ask questions, construct and test their boom devices for effectiveness.	**COHEN: Science** After a quick lesson on the properties of oil and the effects of oil spills on ocean animals, students will design and construct a device to prevent oil from spreading and reaching beaches. Students will have to design a model, revise plans, ask questions, construct and test their boom devices for effectiveness.	**STEINER: New Media Art -** Students present "Mood" assignments where they take and edit photos to express a chosen mood. This culminating project demonstrates what students have learned about photo composition, editing in photoshop, and how composition and editing can evoke a mood or emotion.			
10:10-10:20	NUTRITION	**N/A**	**N/A**	**N/A**		**N/A**	**N/A**	**N/A**

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SESSION 3 10:25-11:15	Per. 3	**HELLER: SS** Scholarly discussion re: ancient history and year long social studies Driving Questions: *What is a civilization?* and *What does it mean to be civilized*? Using Visible Thinking strategies, students will 1) share, shape, & verbalize thinking regarding Driving Questions and 2) justify opinions & claims to answer Driving Questions using text & documents. This lesson is part one as it will blend into language arts and the novel *The Giver*.	**STEINER: Comp. Programming -** Student will be in various stages of story development that they will program as the beginnning of their final project for Unit 2. Integrating literacy and technology, students will outline plot, brainstorm storylines, start scripting, and then move to programming on the computer.	**NEWELL: Science** To launch an inquiry based learning unit on engineering and self-powered cars, students will engage in an introductory lesson using an interest-creating device and questioning.	**CADLE: Art D2 Space and Perspective:** Students will use their observation and artistic skills to study space and perspective (non-linear and linear perspective). We will make observations of the real world and through questioning and discussion, discover how to transfer that knowledge onto paper to create a CITY drawing in One-point perspective.This includes outside observations next to R-1 at beginning of class.	**LAVENE: Social Studies: Scholarly Discussion** re: the Impact of religion and knighthood during the medieval period in Europe. Students will discuss important findings from their reading while utilizing the skills of Depth and Complexity to examine parallels, patterns, and impact. They will use evidence from their reading to justify their opinions and claims.		
SESSION 4 11:20-12:10	Per. 4 (7/8th) 6th LUNCH **Meeting for parents of 6th grade GATE student in Room E-2**	**STEINER: Robotics** Students will program robots to travel a certain distance, measuring speed as well. Building and modifications may be involved as students program and problem solve.	**Winsick 10:40 to 12:00: Algebra** Making Connections to complete the Quadratic Web. Students will practice moving from a quadratic rule to its graph for parabolas with one or two x-intercepts. They will learn how to use the Quadratic Formula to solve quadratic equations that are not factorable. They will practice reverse thinking, justifying and making connections.					
SESSION 5 12:00-12:50	Per. 5 (6th) 7/8 LUNCH **Meeting for parents of 7th and 8th grade GATE students in Room E-2**	**HELLER: LA** Scholarly discussion re: dystopian novel The Giver and year long social studies Driving Questions: *What is a civilization?* and *What does it mean to be civilized?* In groups, students will use visible thinking strategies, text reflections, & guided questions to respond to Driving Questions and to justify opinions & claims to The Giver. This lesson is part 2 as it follows from social studies.						

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SESSION 6 1:00 -1:45	Per. 6	**HELLER: SS** Scholarly discussion re: ancient history and year long social studies Driving Questions: *What is a civilization?* and *What does it mean to be civilized?* Using Visible Thinking strategies, students will 1) share, shape, & verbalize thinking regarding Driving Questions and 2) justify opinions & claims to answer Driving Questions using text & documents. This lesson is part one as it will blend into language arts and the novel The Giver.	**Winsick 1:15 to 2:30 Pre-Algebra Ratios for Math Basketball.** Students will practice calculating ratios and analyzing data to prepare for a draft of NBA & WNBA players for their fantasy team.	**COHEN: Science** After a quick lesson on the properties of oil and the effects of oil spills on ocean animals, students will design and construct a device to prevent oil from spreading and reaching beaches. Students will have to design a model, revise plans, ask questions, construct and test their boom devices for effectiveness.	**GRAVES: Science All About that Base** Introductory inquiry activity exploring PH levels of common household substances. Students will experience lesson frontloading and have their interest piqued for the upcoming unit.	**POMERANTZ: Science NGSS** Engineering challenge. Students are designing and constructing a boom to prevent oil from spearding and reaching beaches. Students will be learning how to draw a model, revise plans and ask questions to help peers design their booms. As a class we will discuss the affect of oil spills on animals (sponges and cnidarians) and how we could prevent spills in the future.		
SESSION 7 1:50-2:40	Per. 7	**HELLER: LA** *Scholarly Discussion* re: dystopian novel The Giver and year long social studies Driving Questions: *What is a civilization?* and *What does it mean to be civilized?* In groups, students will use visible thinking strategies, text reflections, & guided questions to respond to Driving Questions and to justify opinions & claims to The Giver. This lesson is part 2 as it follows from social studies.	**LAVENE: Social Studies: Socratic Seminar** where students will discuss the driving question *"Which group, the medieval serfs or the people living in poverty today in America, had a better situation regarding food, shelter, clothing, and protection?* These seminars offer ways for students to examine texts and documents and support claims using evidence. See how we utilize Backchannel Chat to increase participation of our audience. With goals of Reading, Listening, Speaking, and Writing, Socratic Seminar fulfills it all!	**POMERANTZ: Science NGSS Engineering challenge.** Students are designing and constructing a boom to prevent oil from spreading and reaching beaches. Students will be learning how to draw a model, revise plans, and ask questions to help peers design their booms. As a class, we will discuss the effect of oil spills on animals (sponges and cnidarians) and how we could prevent spills in the future.	**CADLE: Art D2 Space and Perspective:** Students will use their observation and artistic skills to study space and perspective (non-linear and linear perspectives). We will make observations of the real world and through questioning and discussion, discover how to transfer that knowledge onto paper to create a CITY drawing in one-point perspective.This includes outside observations next to R-1 at beginning of class.	**WECHTER - Tech Investigations:** *STEAM in Action* (Science, Technology, Engineering, Art and Math) within a student-centered class focused on critical thinking and problem solving skills. In partners at stations students will: build with Fischertechnik, Erector Sets, Legos, K'nex, & CitiBlocs; build & program in Lego Robotics; edit photos & create art in Photoshop; create 3D designs in SketchUp 3D; program in Scratch; make videos (including stop-motion) in iMovie, & create songs & podcasts in GarageBand.	**COHEN: Science** After a quick lesson on the properties of oil and the effects of oil spills on ocean animals, students will design and construct a device to prevent oil from spreading and reaching beaches. Students will have to design a model, revise plans, ask questions, construct and test their boom devices for effectiveness.	