

**Department Chair Report**  
**Hesperia HS Math and Science**  
**Board Meeting Report**  
**December 4, 2020**

The Math and Science department comprises 6 members and instructs the following courses.

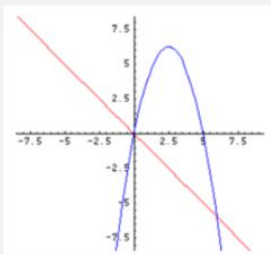
- ❑ Jose Capella - Math I and Math II
- ❑ Ashley Chaney - Math III, Pre-Calculus Honors, and Calculus Honors
- ❑ Sophia Munoz - Math I and Math II
- ❑ Ramsey Hassen - Environmental Science
- ❑ Kristine Jareno - Chemistry I/Honors, Chemistry II Honors, Grade 8 Science (1 section)
- ❑ Christie Scott - Biology, AP Biology, Grade 7 Science (1 section)

**This report highlights the team’s best practices and accomplishments.**

**Math**

- ★ The use of online resources such as Desmos and Kahoot to engage students in the lesson during Zoom.
  - Kahoot is effective as a review and as an assessment of current knowledge. Many students enjoy the competitive nature of the Kahoots and the immediate feedback it provides.

How many solutions does this system have?



17

skip

14  
Answers

<input type="radio"/> One solution at $(0, 0)$	<input checked="" type="radio"/> Two solutions at $(0, 0)$ and $(6, 6)$
<input type="radio"/> No solutions	<input type="radio"/> Two solutions at $(0, 0)$ and $(6, -6)$

- Desmos is used as an interactive teaching tool where students can graph, solve equations, explain their thought process, and match information cards. Students may change their answer(s) as many times as they wish, which is a great learning tool as students can make mistakes, learn from them, and fix them before submitting their final answer(s). Desmos also provides students with live answers from their peers while allowing them to stay anonymous, as well as a live teacher view of what students graphs and answers are, so the teacher can provide immediate support to individual students, or the entire class, as needed.

### Systems of Equations

Graph the system of equations on the next slide and enter your solution(s) below as a coordinate (x,y)

$$y = 2x + 3$$

$$y = -x + 6$$

(1,5)

[Edit my response](#)

Explain your thinking.

It's the point where both equations intersect.

[Edit my response](#)

Three other students' responses would show up here.

Match each function to its graph and descriptions (3 groups of 4 cards)

4 CARDS

Linear Function

$f(x) = 2x - 3$

y-intercept is (0,-3)

4 CARDS

Quadratic Function

$f(x) = x^2 + 4$

y-intercept is (0,4)

4 CARDS

Absolute Value Function

y-intercept is (0,0)

$f(x) = -2|x + 1| + 2$

Unit 2 Review ▾ G7YTGQ Snapshots

Anonymize Pacing Pause  
 17 students ⌚ Time Entered ▾

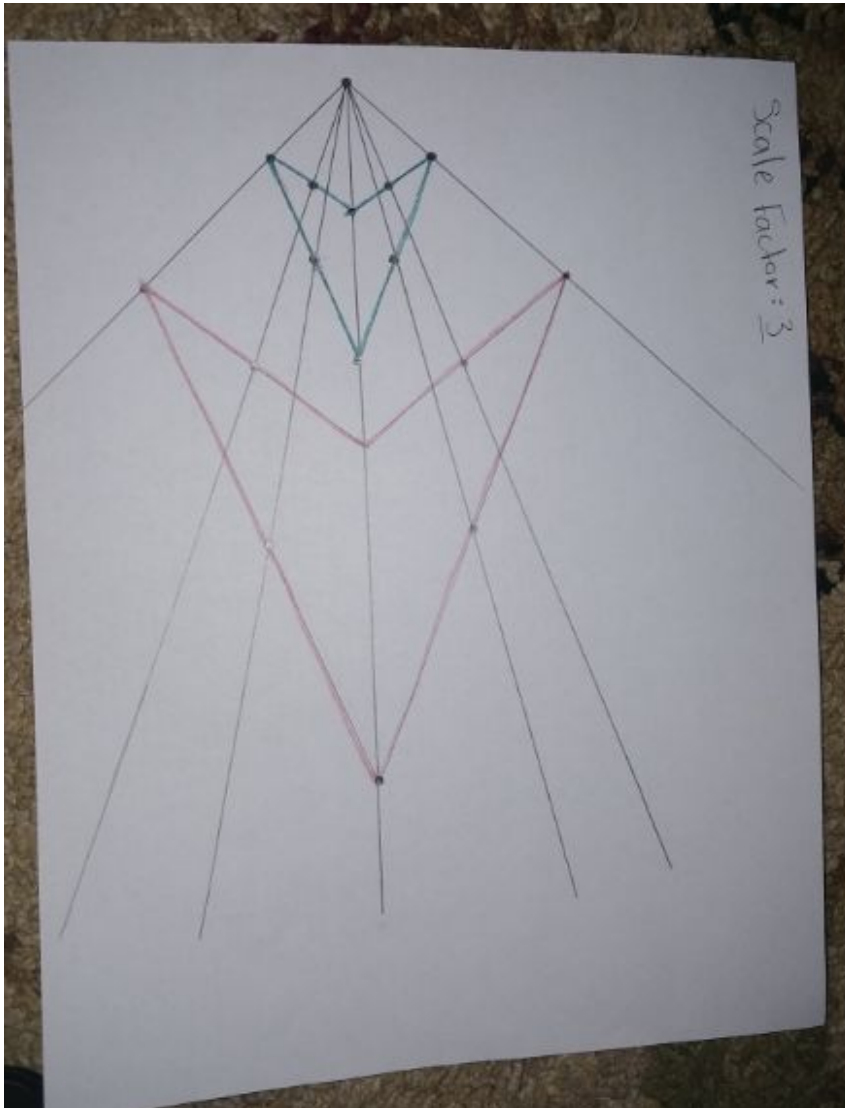
1 Match e... 2 Systems... 3 Graph th... 4 Systems... 5 Inequalit... 6 Graph th... 7 Systems... 8 Graph

Screen 6 of 8 Graph the inequality from the previous screen

Responses Overlay


Michael Atiyah	Pythagoras	Edray Goins	Katie Bouman	Neena Gupta	Sophie Germain	G
Jean Springer	Carl Siegel	Charles Lewis ...	Walter Richard ...	Christine Ladd-...	Srinivasa Ram...	Al


- ★ On a mini dilation project, students showcase their understanding of similar figures through geometric construction using a center point and lines to map out the new image.
  - Sample work of student mini dilation project submitted on 12/8/2020

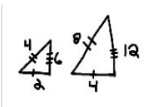
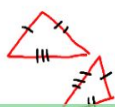
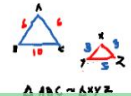
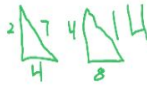

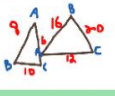




- ★ Incorporate warm up using [nearpod](#). It has the option for asking a poll question, where students share answers through a sticky note placed on a cork board "virtually"
  - Nearpod Warm up example
    - Students had to draw an example of two triangles that are similar through SSS (Side side side) postulate. Using numbers to label the sides and

indicate that all sides are proportional. Answers are discussed while student names remain anonymous.

CODE: SUK5E  + Add Activity

 Draw two triangles that would be similar through SSS.

 ***** Submitted	 ***** Submitted	 ***** Submitted	 ***** Submitted
 ***** Submitted	 ***** Submitted	 ***** Submitted	 ***** Submitted

10 2 of 2 Show Student Names

## Science

- ❖ Guide notes: To increase engagement and give students structure in biology, handouts are created so students can make a copy of and fill in as we have class notes/discussion. This has been very useful, and students have said they enjoy using them. The teacher often adds graphics or GIFs as additional study aids.
- ❖ Virtual labs in bio (example: microscope): The use virtual labs allow students to get some kind of lab experience.
- ❖ Virtual modeling: Utilized in seventh grade class, virtual modeling for processes such as photosynthesis and cellular respiration. They manipulated dots that represented atoms and showed how matter is transformed through necessary life processes. We have also been working on virtual food webs and pyramids.

- ❖ AP Bio lab modeling: For labs that are not able to be done online or at home, the teacher models them, compiles pictures, and engages students in discussion about results, relates it to the topic, and cites its significance. Students then complete the lab report and turn it in.
- ❖ Utilize a variety of interactive slides so students can focus on the process of how to do it (like solving stoichiometric problems) and relating this topic to real life scenarios.

Limiting reactant stoichiometry can be relevant in creating new products to be released in the market, for example, medicine.

- Chemists will need to identify the limiting reactant to predict the mass produced in the reaction. Effective mass production of any medicine can be made if the chemical reaction is known, identifying the limiting reactant to optimize the process.

### Limiting Reactant Stoichiometry

This problem requires 2 stoichiometric conversions, one for each given reactant.  
 The reactant that produces the **LOWEST** amount of product is the limiting reactant. Your **LOWEST** answer (which comes from your limiting reactant) is the mass of product you expect to make.

**11** What mass of sodium chloride can be produced if 25.5 grams of Na reacts with 52.0 grams of Cl<sub>2</sub>? Identify the **Limiting Reactant**.

$2\text{Na} + \text{Cl}_2 \rightarrow 2\text{NaCl}$

Show your work...

<b>25.5 grams Na</b>	1 mole Na 22.99 grams Na	2 mol NaCl 2 mol Na	58.44 grams NaCl 1 mole NaCl	<div style="border: 1px solid blue; padding: 2px; font-size: x-small;"> <b>ROUNDED ANSWER</b>                      (Based on reactant Na)                 </div>
<b>52.0 grams Cl<sub>2</sub></b>				<div style="border: 1px solid blue; padding: 2px; font-size: x-small;"> <b>ROUNDED ANSWER</b>                      (Based on reactant Cl<sub>2</sub>)                 </div>

Limiting Reactant:

Mass of Product:

Choose the lowest



- ❖ Use of team based and game format activities such as Escape Rooms enables students to reinforce learned concepts and collaborate with other students.

The screenshot displays a Zoom meeting interface. The main window shows a slide titled "ANSWER SLIDE: Electron Configuration Escape Room" with the instruction "ARRANGE THE PIECES". The slide contains several triangles, each with a letter (A-M) and an electron configuration. A chat window on the left shows a conversation about the puzzle, and a video feed on the right shows participants Kristine Jareno, Sherrell Sims, Jessica Rodriguez, and G.

- ❖ Utilize lab simulations to supplement concepts discussed. In the simulation Build an Atom, students were able to use the [phet](#) simulation that enables to visualize the different subatomic particles and explain the role of these particles in atoms.



Protons: ●●●●●●●  
 Neutrons: ●●●●●●●  
 Electrons: ●●●●●●●

Neutral Atom

Nitrogen

Stable

Model:  
 ● Orbits  
 ○ Cloud

Protons    Neutrons    Electrons

Element

H																	He
Li	Be											B	C	N	O	F	Ne
Na	Mg											Al	Si	P	S	Cl	Ar
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Cn	Nh	Fl	Mc	Lv	Ts	Og

Symbol

14    0

N

7

Show

Element  
 Neutral/ion  
 Stable/unstable

- ❖ Use of student-centered learning activities and competitions to create interactions that are both fun and productive. One example of this is the "Periodic Table Virtual Scavenger Hunt." Students competed virtually to complete the answers and the student or group that completed the assignment correctly in the shortest possible time won the scavenger hunt. Teacher rewarded the winning students with a Periodic Table Pen and Trophy that was sent to the winner's doorstep.

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## Periodic Table Virtual Scavenger Hunt!!

### DAY 1

\*\*\*\*\*TYPE YOUR ANSWERS IN RED

#### PART 1: Organization of the Periodic Table

[Click here](#) to be taken to a website to answer the following questions.

1. Why are the elements placed in specific places on the Periodic Table? \_\_\_\_\_
2. Periods are \_\_\_\_\_ that run from \_\_\_\_\_ to \_\_\_\_\_.
3. Elements in the same period have the same \_\_\_\_\_.
4. Every element in the first period has \_\_\_\_\_ shell for its \_\_\_\_\_. Every element in the second period has \_\_\_\_\_ for its \_\_\_\_\_. See the pattern?
5. Groups are \_\_\_\_\_ that run from \_\_\_\_\_ to \_\_\_\_\_.
6. The elements of a group have the same number of \_\_\_\_\_ in their \_\_\_\_\_ shell.
7. Every element in group one has \_\_\_\_\_ electron in its outer shell. Every element in group two has \_\_\_\_\_ electrons in its outer shell.
8. Hydrogen is special because it can act like two groups, \_\_\_\_\_ and \_\_\_\_\_.
9. Hydrogen sometimes is \_\_\_\_\_ an electron and sometimes it has an \_\_\_\_\_ electron.
10. Although helium has only \_\_\_\_\_ electrons in its outer shell, it is grouped with elements that have \_\_\_\_\_.
11. The green elements on this table are called \_\_\_\_\_ elements. They each have two electrons in their outer shell.

[Click here](#) to be taken to a website to answer the following questions.

12. Click on Alkali Metals (left bar) and answer the following questions.

- a. What is the group number? \_\_\_\_\_
  - b. Are these metals reactive? \_\_\_\_\_
-