

Chesapeake Math & It Academy – North
Grade 8 Science/HS Biology

REQUEST FOR PRIOR APPROVAL FOR SHOWING FILMS/VIDEOS & DISSECTIONS IN SCHOOL

Dear Parents and Guardian

As part of our 8th grade classes study in life science and biology, heredity and genetics, our students will be learning the “systems of the body” during the fourth quarter, including the reproductive system. There are three reasons I send this note home to parents:

- 1) Parents will have a chance to communicate through email with me if they have any concerns about the syllabus.
- 2) Parents will have a chance to speak with their child if they choose explain about the topics on the syllabus before the unit is discussed in class.
- 3) Parents will be aware of the unit if their child comes home with questions that were not answered in class.

The goal of this unit is to teach about the structures and functions of the human body. This is a life science/ biology course, not health or medicine. Our learning objectives are correlated to NGSSS and district & school-based curriculum. The main focus is to:

- Activate prior knowledge in cell division and meiosis with a video
- Read passages with vocabulary related to the reproduction of living things
- Discuss the structures and differentiation of the male and female anatomy
- Discuss the process of cell, sperm and egg development
- Discuss the comparative anatomy of the human body to that of other living things and development of a human being from a fertilized egg
- Discuss the social, emotional and physical changes in the body.
- An overview of sexually transmitted diseases

Students may also watch portions of the NOVA episode, The Miracle of Life - I will “discuss” with students the need for sensitivity and maturity in our discussions. I give students the opportunity to write down questions and place them in a box in my room if they want to ask a question anonymously. I answer questions related to the subjects above. Other questions I tend to refer back to parents/physicians, since our main goal is to teach life science related to the human body.

I have previewed this video and cut portions that I believe are sensitive in its entirety and find it appropriate to my classroom instructional program.

Two weeks before the fourth quarter end, students will do physical animal dissections. This opportunity is not offered in most middle schools rather, students were only offered virtual dissections. CMIT would like to provide the best opportunity for your child to participate in a science dissection. We will be dissecting invertebrates & vertebrates and identifying important parts and functions to apply on what we have learned through discussion. Students would not be able to participate if they do not have a permission slip. However, they do not have to participate in the dissection. A separate lesson and assessment will be provided on the day of the dissection if you and your child have other important reasons to not participate.

If you would like to review the program materials in advance, please don't hesitate to email me. Thank you very much for your interest in this important education program.

Respectfully yours;

Dr. Clarke
Secondary Science Teacher
CMIT MS Science Department Chair

Films, videos and excerpts may contain

- Sexuality
- Comparative anatomy (parts) & physiology (function) of the human and animal body

Please return this permission slip by **Friday, April 05, 2018.**

___ Yes, I give my son/daughter permission to view curriculum and school appropriate film/videos related to classroom content and subjects.

___ Yes, I give my son/daughter permission to dissect animals

___ No, I do not give my son/daughter permission to view curriculum and school appropriate film/videos mentioned in this letter. I understand alternate learning experiences will be provided for my child while the movie is being watched by the other students.

___ No, I do not give my son/daughter permission to dissect animals and I understand that there is an alternate learning that co-measures the experience to be given by the teacher.

Parent or Guardian name:

Signature of Parent or Guardian: _____ Date: _____

Parent or Guardian email: _____

Phone: _____

STUDENTS NAME _____ **College:** _____

Allergies that may relate to dissections:

