

Week of April 20-24, 2020

6th grade

7th Grade

8th Grade

***All students complete work for ELA, Math, Science, and Social Studies**

****For Electives, students only complete work for the 3rd quarter
electives**

(2 electives per student)

Subject	Tasks for the Week (all due by 4p.m. on Friday)
<p>ELA6 Standards:</p> <ol style="list-style-type: none">1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.2. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.3. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"><input type="checkbox"/> Read chapters 1-3 for <i>The Watsons Go to Birmingham-1963</i><input type="checkbox"/> Complete Assignment #1 (figurative language and vocabulary)<input type="checkbox"/> Complete Assignment #2 (RACE writing response on page 3)<input type="checkbox"/> Attend a Google Meet on Tuesday (check times on Google Classroom)<input type="checkbox"/> ESL/ELL help: Please use link to schedule help with Mrs. Boardman https://tinyurl.com/y8cq2m4j
<p>Math 6 Standards:</p> <p>6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>6.NS.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the</p>	<ul style="list-style-type: none"><input type="checkbox"/> 6.1 Integers Screencastify Lesson (Big Ideas Pages 250-251)<input type="checkbox"/> Complete Assignment #1 (6.1 CLEVER Assignment)<input type="checkbox"/> Complete Assignment #2 (6.1 Google Form)<input type="checkbox"/> Attend a Google Meet on

<p>number line; recognize that the opposite of the opposite of a number is the number itself. Example: $-(-3)=3$, and that 0 is its own opposite 6.NS.6c Find and position integers on a horizontal or vertical number line diagram.</p>	<p>Monday (check times on Google Classroom) <input type="checkbox"/> ESL/ELL help: Please use link to schedule help with Mrs. Boardman https://tinyurl.com/y8cq2m4j</p>
<p>Advanced Math 6 Standards: 7.NS.1a Describe situations in which opposite quantities combine to make 0. 7.NS.1b Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. 7.NS.1d Apply properties of operations as strategies to add and subtract rational numbers. 7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.</p>	<p><input type="checkbox"/> 11.2 Adding Integers Screencastify Lesson (Big Ideas Pages 484-485) <input type="checkbox"/> Complete Assignment #1 (11.2 CLEVER Assignment) <input type="checkbox"/> Complete Assignment #2 (11.2 Google Form) <input type="checkbox"/> Attend a Google Meet on Monday (check times on Google Classroom) <input type="checkbox"/> ESL/ELL help: Please use link to schedule help with Mrs. Boardman https://tinyurl.com/y8cq2m4j</p>
<p>Science 6 Standards:</p> <p>MS-PS2-1 Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects.</p> <p>MS-PS2-2 Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.</p> <p>Parent Guide Video - SMS Science - How to Access Classwork and TCI - Bring Science Alive!</p> <p>ESL/ELL Help: Please use link to schedule help with Mrs. Boardman - https://tinyurl.com/y8cq2m4j</p>	<p><input type="checkbox"/> NEW Textbook - Forces and Energy - Lesson 1 Describing Motion <input type="checkbox"/> Read/listen to Introduction, Sections 1 - 5, Key Science Concepts, and Summary. <input type="checkbox"/> Answer all comprehension questions at the end of each section in Text with Notes (science notebook). <input type="checkbox"/> Review Lesson 1 Vocabulary Cards (9 new terms). <input type="checkbox"/> Complete the Lesson 1 - Lesson Game. <input type="checkbox"/> Attend virtual office hours on Wednesday for a Q&A session (hours posted on Google Classroom).</p>

Social Studies6

G2.1 Physical Characteristics of Places
Describe the physical characteristics of places.

G2.2 Human Characteristics of Places
Describe the human characteristics of places.

- Read or listen to Central Asia and the Caucasus - Chapter Atlas (pg 684-691) in Pearson Realize and complete Quizizz. (Check the Google Classroom.)
- Read or listen to Central Asia and the Caucasus - Today (pg 696-701) in Pearson Realize and complete Quizizz. (Check the Google Classroom for code)
- Attend Google Meet at 10am (1-3 period) or 1pm (4-6 period) on Thursday. (Check the Google Classroom for code.)
- ESL/ELL help: Please use link to schedule help with Mrs. Boardman
<https://tinyurl.com/y8cq2m4j>

Hands on Geometry Elective Standards:

6.G.1 Find the area of special quadrilaterals by composing into rectangles; apply these techniques in the context of solving real-world and mathematical problems.

6.G.1 Find the area of right triangles and other triangles by composing into rectangles; apply these techniques in the context of solving real-world and mathematical problems.

- 4.1 Area of Parallelograms (Big Ideas Pages 154-155)
And
4.2 Area of Triangles (Big Ideas Pages 160-161)
Screencastify Lesson
- Complete Assignment #1 (4.1 CLEVER Assignment)
- Complete Assignment #2 (4.2 CLEVER Assignment)
- Attend a Google Meet on Friday (check times on Google Classroom)

History Detectives Elective

Standards:

G4 Human Systems-Explain that human activities may be seen on Earth's surface.

G4.1 Cultural Mosaic-Describe the characteristics, distribution and complexity of Earth's cultural mosaic.

W.6.10 Writing-Write routinely over extended time frames(research, reflection and revision)and shorter time frames for discipline specific tasks.

- Students research and create a google slide presentation on the 7 wonders of the “ **Ancient World**”- See google classroom for directions and rubric
- Attend Google meet:**Friday 1st hour- 10am with Mrs. Miller** see: google classroom for code and additional information
4th hour- 1pm with Mrs. Doliber see: google classroom for code and additional information
- ESL/ELL help: Please use link to schedule help with Mrs. Boardman
<https://tinyurl.com/y8cq2m4j>

Storytelling & Improv Elective

Standards:

6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- Assignment 1:** Choose a story starter and compose a creative story that has a beginning, middle, and end. Add details where necessary, and check for correct punctuation, spelling, and grammar.
- Assignment 2:** Choose one of the three choices for practicing Improv. **Complete the Google Form.**
- Attend Google Meet: **Friday at 10:00 am.**

6th Grade ELA Academic Success Elective

CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization,

- Watch Class Expectations video
- Watch ELA Video #1
- Complete Assignment #1 (No Red Ink Commonly Confused Words Part I Practice)
- Complete Assignment #2 (Choose a ReadWorks Article)
- Attend a Google Meet on Friday (check times on Google Classroom)

<p>punctuation, and spelling when writing.</p>	
<p>6th Grade Math Academic Success Elective <u>CCSS.MATH.CONTENT.6.NS.C.5</u> Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p><u>CCSS.MATH.CONTENT.6.NS.C.6</u> Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p><u>CCSS.MATH.CONTENT.6.NS.C.6.A</u> Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Class Expectations video <input type="checkbox"/> Watch “Integer Concepts” Video <input type="checkbox"/> Complete Assignment #1 (Integer Concepts Google Form) <input type="checkbox"/> Complete Assignment #2 (Positive and Negative Numbers Quizizz) <input type="checkbox"/> Attend a Google Meet on Friday (check times on Google Classroom)
<p>Band Elective <u>STANDARD 1 -- PERFORM:</u></p> <p>-ART.M.I.MS.1 -- Play with expression and technical accuracy a wide variety of repertoire of instrumental literature with a moderate level of difficulty</p> <p>-ART.M.I.MS.6 -- Sightread accurately and expressively, music with a moderate level of difficulty</p> <p><u>STANDARD 3 -- ANALYZE</u></p>	<p><input checked="" type="checkbox"/> <i>Assignment 1: Play your instrument.</i></p> <p>-Students will practice their instrument 4x throughout the week for approximately 15-20 minutes at a time. -Students will warm-up using pre-established classroom warm-ups -Students will then review music previously performed throughout the year. -Students will then work on a new piece of music provided to them. -Students will record their BEST performance and submit to Google Classroom.</p> <p><input type="checkbox"/> <i>Assignment 2: Listen, Analyze and</i></p>

<p>-ART.M.III.MS.2 -- Analyze aural examples of varied repertoire of music by describing uses of elements of music and expressive devices.</p> <p>-ART.M.III.MS.6 -- Evaluate the use of music in mixed media environments</p>	<p>Respond.</p> <p>-Students will watch provided video and do corresponding questions. Assignment in Google Classroom.</p> <p>❑ Assignment 3: Create a Band Project!</p> <p>-Students will construct an instrument of their choosing from available household materials.</p> <p>-Students will upload a short video of them playing their creation!</p> <p>❑ Attend Virtual Office Hours Friday at 10AM</p>
<p>Choir Elective</p> <p>Standard 1: Apply skills and knowledge to perform in the arts.</p> <p>Standard 2: Apply skills and knowledge to create in the arts .</p> <p>Standard 3: Analyze, describe, and evaluate works of art .</p>	<p>Attend and rehearse choir music at given time</p> <p>Complete music theory sheet and submit by Friday 5pm</p>
<p>Physical Education Elective</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Steinmetz/Wellman/Boller - Complete Assignment #1 (PE Weekly Schedule), Complete Assignment #2 (Computer PE Work), (enter both assignments with Google Form found on Google Classroom), Attend Google Meet on Friday (check times on Google Classroom)</p>

<p>Art Elective</p> <p>ART.VA.I.6.3 Develop a successful visual vocabulary</p> <p>ART.VA.II.6.2 Develop and apply critical thinking strategies through the art making process at a developing level</p> <p>ART.VA.II.6.5 Demonstrate reflective thinking practices at a developing level.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Class Expectations Video <input type="checkbox"/> Watch how to send a photo video <input type="checkbox"/> Watch Color Wheel EdPuzzle Video <ul style="list-style-type: none"> <input type="checkbox"/> <i>Assignment 1</i> - Answer questions in Edpuzzle <input type="checkbox"/> <i>Assignment 2</i> - Complete a round of Quizziz about the color wheel <input type="checkbox"/> <i>Assignment 3</i> - Create a color wheel using household objects. Email photo to Mrs. Walchak <input type="checkbox"/> Attend Google Meet on Friday (check times on Google Classroom)
<p>Computers Elective</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1B-CS-01 - Describe how internal and external parts of computing devices function to form a system. <input type="checkbox"/> 2-AP-10 - Use flowcharts and/or pseudocode to address complex problems as algorithms. 	<ul style="list-style-type: none"> <input type="checkbox"/> Class Expectations Slideshow/Video <ul style="list-style-type: none"> <input type="checkbox"/> Assignment 1 - Google Form <input type="checkbox"/> Computer Functions Review Slideshow/Video <ul style="list-style-type: none"> <input type="checkbox"/> Assignment 2 - Google Form <input type="checkbox"/> Attend Google Meet on Friday (check times on Google Classroom)
<p>Intro to Spanish Elective</p> <p>3.2 Learners access and evaluate information and diverse perspectives that are available through the language and its cultures</p>	<ol style="list-style-type: none"> 1. Spain-Edpuzzle video and questions https://edpuzzle.com/media/5e986861a834233ef4ed7eb4 2. Google Form: Let's Go To Spain! https://docs.google.com/forms/d/1j5VMZqOb3hqZLxyGUeFn8VVQkTvXUwzpxWJ9wTqRTPk/edit
<p>STEM Elective Standards:</p> <ul style="list-style-type: none"> <input type="checkbox"/> MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. <input type="checkbox"/> MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. <input type="checkbox"/> MS-ETS1-3 Analyze data from tests to 	<ul style="list-style-type: none"> <input type="checkbox"/> View assignment details hosted on STEM Google Classroom. <input type="checkbox"/> Complete the STEM Repurpose @Home Project proposal template. <input type="checkbox"/> Make sure to TURN IN the proposal template on Google Classroom when ready. <ul style="list-style-type: none"> <input type="checkbox"/> You will receive project feedback from your teacher. <input type="checkbox"/> Begin looking for materials at home for the project.

<p>determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p> <ul style="list-style-type: none"> <input type="checkbox"/> MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. 	<ul style="list-style-type: none"> <input type="checkbox"/> The project does NOT require the student to purchase any materials. <input type="checkbox"/> Construction of your at home project begins next week.
<p>ELA Resource Room Elective</p>	<p>6th Grade - Check Advisory Google Classroom for resources I will meet with you after our math and ELA time.</p>

Week of April 20-24, 2020

7th grade

***All students complete work for ELA, Math, Science, and Social Studies**

****For Electives, students only complete work for the 3rd quarter electives**

(2 electives per student)

Subject	Tasks for the Week (all due by 3 p.m. on Friday)
<p>ELA7</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assignment 1: Gods of Olympus

<p>Standards:</p> <ol style="list-style-type: none"> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assignment 2: RACE Writing (Which Greek god or goddess do you connect with the most?) <input type="checkbox"/> Attend a Google Meet session on Tuesday (Check Google Classroom for times) <input type="checkbox"/> ESL/ELL help: Please use link to schedule help with Mrs. Boardman https://tinyurl.com/y8cq2m4j
<p>Math7 7.EE.1-4 I can solve an inequality. I can solve an equation. I can simplify expressions.</p>	<ul style="list-style-type: none"> ● Google form (Equations and Inequalities Review) <ul style="list-style-type: none"> ○ Check Google Classroom for the link ● Big Ideas Review Assignment (access through Clever) ● Attend a GoogleMeet session on Monday (check Google Classroom for times)
<p>Advanced Math 7 (Pre-Algebra) 8.G.5 Use informal arguments to establish facts about . . . the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p>	<p>#1 Attend Google Meet 10:00am/1:00pm MON #2 Khan Academy exercise #3 Big Ideas Math assignment Check google classroom for helpful videos and links.</p>
<p>Science7 MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the</p>	<ul style="list-style-type: none"> <input type="checkbox"/> New Textbook - Waves -Unit 1 - Mechanical Waves - Lesson 1 Types of Waves <input type="checkbox"/> Read/listen to Introduction, Sections 1 - 8 https://subscriptions.teachtci.com/shared/sections/14651?program_id=261 <input type="checkbox"/> Answer all comprehension questions at the end of each section in Text with Notes (science notebook). <input type="checkbox"/> Complete the Lesson 1 - Lesson Game. https://subscriptions.teachtci.com/share

<p>natural environment that may limit possible solutions.</p> <p>Parent Guide Video - SMS Science - How to Access Classwork and TCI - Bring Science Alive!</p>	<p>d/programs/261/lessons/1970/challenge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend virtual office hours on Wednesday (hours posted on Google Classroom).
<p>Social Studies7</p> <p>W3.2.1 Identify and describe the core beliefs of major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism and Islam.</p>	<p>Read chapter 15 (check google classroom for link)</p> <p>Complete “Know It Show It” (check google classroom for link)</p> <p>Complete vocabulary slideshow (check google classroom for words)</p>
<p>Art Elective</p> <p>ART.VA.I.7.1 Understand the varying qualities of materials, techniques, media technology and processes at an emerging level.</p> <p>ART.VA.II.7.1 Identify, design and solve creative problems at an emerging level.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Class Expectations Video <input type="checkbox"/> Watch how to send a photo video <input type="checkbox"/> Watch Pointillism Lessons <ul style="list-style-type: none"> <input type="checkbox"/> <i>Assignment 1</i> - Pointillism Value Scale <input type="checkbox"/> <i>Assignment 2</i> - Create Sketch for Pointillism <input type="checkbox"/> <i>Assignment 3</i> - Finish project using Pointillism Techniques & Email photo to Mrs. Walchak <input type="checkbox"/> Attend Google Meet on Friday (check times on Google Classroom)
<p>Spanish 1 Elective</p> <p>1.2 Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Focus: Irregular verb review</p>	<ol style="list-style-type: none"> 1. Watch 2 videos posted in Google Classroom on Ser/Estar. Then complete the Google form “Ser/Estar” practice. 2. Stem changing verb review- Edpuzzle <p>https://edpuzzle.com/media/5e989c79371d543f1b8db245</p>

Band Elective	
<p>Choir Elective</p> <p>Standard 1: Apply skills and knowledge to perform in the arts.</p> <p>Standard 2: Apply skills and knowledge to create in the arts .</p> <p>Standard 3: Analyze, describe, and evaluate works of art .</p>	<p>Attend and rehearse choir music at given time</p> <p>Complete music theory sheet and submit by Friday 5pm</p>
<p>Hands On Geometry Elective</p> <p>I can identify types of quadrilaterals</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Check Google Classroom for details (code: kzib477) ** You MUST be signed in to Classroom for me to see results for following assignments** <input type="checkbox"/> Prodigy Complete placement test and quadrilateral review. <input type="checkbox"/> EdPuzzle Watch assigned video and complete questions.
<p>Engineering Tech Elective</p> <p>Standards:</p> <ul style="list-style-type: none"> <input type="checkbox"/> MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. <input type="checkbox"/> MS-ETS1-2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. <input type="checkbox"/> MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. <input type="checkbox"/> MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students will utilize 5D Planner to design a house using architectural skills. https://planner5d.com/ <input type="checkbox"/> Students will discuss and review progress on Fridays during our meeting time. <input type="checkbox"/> Answer weekly design questions via Google Classroom
<p>Computers Elective</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1B-AP-11 - Decompose (break down) 	<ul style="list-style-type: none"> <input type="checkbox"/> Class Expectations Slideshow/Video <input type="checkbox"/> Assignment 1 - Google Form

<p>problems into smaller, manageable subproblems to facilitate the program development process.</p> <ul style="list-style-type: none"> ❑ 1B-AP-15 - Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended. 	<ul style="list-style-type: none"> ❑ HTML & CSS Review Slideshow/Video <ul style="list-style-type: none"> ❑ Assignment 2 - GimKit Review ❑ Attend Google Meet on Friday (check times on Google Classroom)
<p>Science and Diseases Elective I can review major body systems of the human body. Maintaining Environmental Stability B2.3C Health Behaviors 1.15 Homeostasis B2.3d</p>	<p>Assignment 1: Watch the video on the digestive system and take notes about the video. Assignment 2: EdPuzzle Human Body Review (see posted link on Google Classroom) Attend a class meeting on Friday (see Google Classroom for times and nickname)</p>
<p>Our World Elective G2.2.1 Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions. G1.3.1 Use the fundamental themes of geography (location, place, human-env. interaction, movement, region) to describe regions or places on earth.</p>	<ol style="list-style-type: none"> 1. Tour the Ganges Survey (posted on Google Classroom) 2. EdPuzzle on China and Japan (posted on Google Classroom) 3. Syria Olympic Athlete Article (posted on Google Classroom)
<p>Geography of Southeast Michigan Elective 7 – G2.2.1 Describe the human characteristics of the region under study. 7 – G2.2.3 Analyze how culture and experience influence people’s perception of places and regions. 7 – G2.1.1 Describe the landform features and the climate of the region under study.</p>	<ol style="list-style-type: none"> 1. Journal writing(posted on Google Classroom) 2. Online Michigan Hooda math game(posted on Google Classroom) 3. Attend google meet on Friday at 10:00a.m.(posted on Google Classroom)

<p>Physical Education Elective</p> <p>Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Steinmetz/Wellman - Complete Assignment #1 (PE Weekly Schedule), Complete Assignment #2 (Computer PE Work), (enter both assignments with Google Form found on Google Classroom), Attend Google Meet on Friday (check times on Google Classroom)</p>
<p>7th Grade ELA Academic Success Elective</p> <p><u>CCSS.ELA-LITERACY.RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.RI.7.2</u> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.L.7.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Class Expectations video <input type="checkbox"/> Watch ELA Video #1 <input type="checkbox"/> Complete Assignment #1 (No Red Ink Commonly Confused Words Part I Practice) <input type="checkbox"/> Complete Assignment #2 (Choose a ReadWorks Article) <input type="checkbox"/> Attend a Google Meet on Friday (check times on Google Classroom)
<p>7th Grade Math Academic Success Elective</p> <p>CCSS.MATH.CONTENT.7.EE.B.3</p> <p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Class Expectations video <input type="checkbox"/> Watch “Two Step Equations” and “Two Step Inequalities” Videos <input type="checkbox"/> Complete Assignment #1 (Equations and Inequalities Review Google Form) <input type="checkbox"/> Complete Assignment #2 (Equations and Inequalities Quizizz) <input type="checkbox"/> Attend a Google Meet on Friday (check times on Google Classroom)

Resource Room Elective	<p>Check Advisory Google Classroom for resources</p> <p>We will meet with you after our math and ELA time.</p> <p>Mr. Martin's Google Meet time is Friday at 10am.</p> <p>Mr. Gendron's Google Meet on Friday at 1:00pm.</p>
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Week of April 20-24, 2020

8th grade

***All students complete work for ELA, Math, Science, and Social Studies**

****For Electives, students only complete work for the 3rd quarter electives**

(2 electives per student)

Subject	Tasks for the Week (all due by 3 p.m. on Friday)
<p>ELA8</p> <p><u>Reading: Key Ideas and Details</u> CCSS.ELA-LITERACY.RI.8.1</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Reading: Key Ideas and Details</u> CCSS.ELA-LITERACY.RI.8.2</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><u>Reading: Craft and Structure</u> CCSS.ELA-LITERACY.RI.8.5</p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p><u>Writing: Text Types and Purposes</u> CCSS.ELA-LITERACY.W.8.2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>#1 CommonLit: Defiant Muhammad Ali</p> <p>#2a Skills: I Am Still The Greatest (+EdPuzzle)</p> <p>#2b Skills: Written Response</p> <p>#3 Google Meet 10am/1pm TU (Khan ELA ongoing)</p> <p><input type="checkbox"/> ESL/ELL help: Please use link to schedule help with Mrs. Boardman https://tinyurl.com/y8cq2m4j</p>
<p>Math 8 (Pre-Algebra)</p> <p>8.G.5 Use informal arguments to establish facts about . . . the angles created when parallel lines are cut by a transversal, and</p>	<p>#1 Attend Google Meet 10:00am/1:00pm MON</p> <p>#2 Khan Academy exercise</p> <p>#3 Big Ideas Math assignment</p>

<p>the angle-angle criterion for similarity of triangles.</p>	<p>Check google classroom for helpful videos and links.</p>
<p>Advanced Math 8 (Algebra) HSN-RN.A.2 Rewrite expressions involving radicals ... using the properties of exponents.</p>	<p>#1 Attend Google Meet 10:30am/1:30pm MON #2 Khan Academy exercises #3 Big Ideas Math assignment</p>
<p>Science 8 Standards</p> <ul style="list-style-type: none"> <input type="checkbox"/> MS - ESS1-1: Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. <input type="checkbox"/> MS-ESS1-2: Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. <input type="checkbox"/> MS-ESS1-3: Analyze and interpret data to determine scale properties of objects in the solar system. <p>Parent Guide Video - SMS Science - How to Access Classwork and TCI - Bring Science Alive!</p>	<ul style="list-style-type: none"> <input type="checkbox"/> NEW Textbook - Space- Lesson 1 Earth’s Rotation and Revolution <input type="checkbox"/> Read/listen to Introduction, Sections 1 - 4, Key Science Concepts, and Summary. <input type="checkbox"/> Answer all comprehension questions at the end of each section in Text with Notes (science notebook). <input type="checkbox"/> Review Lesson 1 Vocabulary Cards (9 new terms). <input type="checkbox"/> Complete the Lesson 1 - Lesson Game. <input type="checkbox"/> Attend virtual office hours on Wednesday (hours posted on Google Classroom). <input type="checkbox"/> Sikora Google Classroom Code: tfe36dm
<p>Social Studies8</p> <p>U5.1 The Coming of the Civil War: Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Complete the Chapter 16, Lesson 1 module (Check the Google Classroom.) <input type="checkbox"/> Complete the Chapter 16, Lesson 2 module (Check the Google Classroom.) <input type="checkbox"/> Attend Google Meet at 10am or 1pm on Thursday. (Check the Google Classroom.)

<p>General Art (Beidelschies)</p>	<p>Assignment 1 (1 point perspective practice), Assignment 2 (participation)</p>
<p>General Art (Walchak)</p> <p>ART.VA.III.8.1 Critically observe, describe and analyze visual characteristics within works of art.</p> <p>ART.VA.II.8.4 independently initiate new ideas employing inventiveness and innovation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Class Expectations Video <input type="checkbox"/> Watch how to send a photo video <input type="checkbox"/> Watch Pop Art EdPuzzle Video <input type="checkbox"/> Watch Andy Warhol EdPuzzle Video <ul style="list-style-type: none"> <input type="checkbox"/> <i>Assignment 1</i> - Answer questions in Edpuzzle <input type="checkbox"/> Watch Pop Art Lesson <ul style="list-style-type: none"> <input type="checkbox"/> <i>Assignment 2</i> - Create a drawing in the Pop Art style as outlined in the video lesson. <input type="checkbox"/> Email photo to Mrs. Walchak <input type="checkbox"/> Attend Google Meet on Friday (check times on Google Classroom)
<p>Advanced Art (Walchak)</p> <p>ART.VA.III.8.1 Critically observe, describe and analyze visual characteristics within works of art.</p> <p>ART.VA.II.8.4 Independently initiate new ideas employing inventiveness and innovation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Class Expectations Video <input type="checkbox"/> Watch how to send a photo video <input type="checkbox"/> Watch Op Art EdPuzzle Video <ul style="list-style-type: none"> <input type="checkbox"/> <i>Assignment 1</i> - Answer questions in Edpuzzle <input type="checkbox"/> Watch Op Art Lesson <ul style="list-style-type: none"> <input type="checkbox"/> <i>Assignment 2</i> - Create a drawing in the Op Art style as outlined in the video lesson. <input type="checkbox"/> Email photo to Mrs. Walchak <input type="checkbox"/> Attend Google Meet on Friday (check

	times on Google Classroom)
<p>Yearbook</p> <p>ART.VA.II.8.2 Effectively develop and apply critical thinking strategies through the art making process</p> <p>ART.VA.III.8.1 Critically observe, describe and analyze visual characteristics within works of art.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Class Expectations Video <input type="checkbox"/> Watch how to send a photo video <input type="checkbox"/> <i>Assignment 1</i> - Watch Texture videos on Edpuzzle <ul style="list-style-type: none"> <input type="checkbox"/> Watch Elements of Texture EdPuzzle Video <input type="checkbox"/> Watch Capturing Textures/Smartphone EdPuzzle Video <input type="checkbox"/> Watch Texture Lesson <ul style="list-style-type: none"> <input type="checkbox"/> <i>Assignment 2</i> - Take 20 macro texture photos as described in the lesson <input type="checkbox"/> Email best 5 photos to Mrs. Walchak <input type="checkbox"/> Attend Google Meet on Friday (check times on Google Classroom)
Music Elective	
Band Elective	
<p>Choir Elective</p> <p>Standard 1: Apply skills and knowledge to perform in the arts.</p> <p>Standard 2: Apply skills and knowledge to create in the arts .</p> <p>Standard 3: Analyze, describe, and evaluate works of art .</p>	<p>Attend and rehearse choir music at given time</p> <p>Complete music theory sheet and submit by Friday 5pm</p>
<p>Computers Elective</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2-AP-12 - Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals. <input type="checkbox"/> 2-AP-13 - Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs. <input type="checkbox"/> 2-AP-16 - Incorporate existing code, media, and libraries into original programs, and give attribution. 	<ul style="list-style-type: none"> <input type="checkbox"/> Class Expectations Slideshow/Video <ul style="list-style-type: none"> <input type="checkbox"/> Assignment 1 - Google Form <input type="checkbox"/> Interactive Greeting Card Review Video <ul style="list-style-type: none"> <input type="checkbox"/> Assignment 2 - Complete Interactive Greeting Card Review in Code.org (watch the video) <input type="checkbox"/> Attend Google Meet on Friday (check times on Google Classroom)

<p>Mathematical Adventures Elective CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.</p> <p>CCSS.MATH.PRACTICE.MP2 RCCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.</p> <p>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</p>	<p>#1 Attend Google Meet 1:00pm FRI #2 Graph of the Week 4/20 #3 Week #1 Supplementary Angles in Google Classroom</p>
<p>Journalism Elective CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>#1a AofW The Race for a Coronavirus Vaccine #1b Written Response #2 EdPuzzle Baseball is Back: Some Good News with John Krasinski #3 Google Meet 10am FRI</p>
<p>Personal Finance Elective</p> <ul style="list-style-type: none"> Assess how spending priorities reflect goals and values. Compare saving strategies, including “Pay Yourself First” and comparison shopping. 	<p>#1 Comparison Shopping #2 Google Meet 10am Fri</p> <ul style="list-style-type: none"> ESL/ELL help: Please use link to schedule help with Mrs. Boardman https://tinyurl.com/y8cq2m4j
<ul style="list-style-type: none"> CSI -Forensic Science Impression evidence 	<p>#1 Complete assignment in Google Classroom (code: x4y2rtk) #2- Complete and submit 2 questions on Google Classroom about Impression evidence #3- Google Meet together on Friday 4/24 @ 1:00pm</p>
<p>Physical Education Elective Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>Steinmetz - Complete Assignment #1 (PE Weekly Schedule), Complete Assignment #2 (Computer PE Work),(enter both assignments with Google Form found on Google Classroom), Attend Google Meet on Friday (check times on Google Classroom)</p>

<p>Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	
<p>Spanish I Elective 1.2 Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Focus: Irregular verb review</p>	<ol style="list-style-type: none"> 1. Watch 2 videos posted in Google Classroom on Ser/Estar. Then complete the Google form “Ser/Estar” practice. 2. Stem changing verb review- Edpuzzle <p>https://edpuzzle.com/media/5e989c79371d543f1b8db245</p>
<p>Spanish II Elective 1.2 Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Focus: Preterit Review</p>	<ol style="list-style-type: none"> 1. Edpuzzle- preterit review https://edpuzzle.com/media/5e97a99ec019893f0b07a2b3 2. Google form- preterit practice posted in Google Classroom
<p>Digital Photography Elective</p>	
<p>Building Trades Elective</p>	
<p>8th Grade Academic Success Elective <u>CCSS.ELA-LITERACY.RI.8.1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <u>CCSS.ELA-LITERACY.RI.8.2</u> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. <u>CCSS.MATH.CONTENT.8.G.A.5</u> Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Watch Class Expectations video <input type="checkbox"/> Watch ELA Video #1 <input type="checkbox"/> Watch Khan Academy Video <input type="checkbox"/> Complete Assignment #1 (Parallel Lines and Transversals Google Form) <input type="checkbox"/> Complete Assignment #2 (Choose a ReadWorks Article) <input type="checkbox"/> Attend a Google Meet on Friday (check times on Google Classroom)
<p>Resource Room Elective</p>	<p>8th Grade - (Allen)(Scheffler)</p>

Check Advisory Google Classroom for resources

Monday: 10:00-10:30 w/Ginestet (A)

1:00-2:00 w/Ginestet (S)

Tuesday: Office hours 9:00-9:30 (A)

2:00-2:30 (S)

Wednesday: Office hours 9:00-9:30 (A)

2:00-2:30 (S)

Thursday: Office hours 9:00-9:30 (A) 1:00-2:00

w/Liptow (S)

2:00-2:30 (S)

Friday: Elective class time 10:00-10:30 (A)

1:30-2:00 (S)