

4/23/20

Dear Students, Families, and Friends,

The activities on the next several pages were created for you to sharpen your skills, challenge yourself, and explore learning. These are not meant to replace classroom learning and parents are not being asked to replace teachers. If at any time, you are confused about an activity, need some extra support, or maybe just need to talk with someone, our teachers and staff are here for you.

- All teachers keep regular office hours from 9am until noon each school day.
- All teachers and staff can be contacted by email ([firstname.lastname@fsd145.org](mailto:firstname.lastname@fsd145.org)).
- Some teachers also use Remind, Schoology, or Google Classroom to send and receive messages.

For the most current information about our emergency closure and remote learning plans, please visit our website (<https://www.fsd145.org/emergency>) for regular updates. You will always find information sorted by date, so it should be easy to follow the most recent updates.

Take care and stay safe. We'll see you soon,



From all of us here at Freeport School District

---

Remote Learning Day Student Activities:

[April 23](#)

[April 27](#)

[May 4](#)

[Social Emotional Learning \(SEL\)](#)

[April 24](#)

[April 28](#)

[May 5](#)

[Electives](#)

[April 29](#)

[May 6](#)


[April 30](#)

[May 1](#)

| 7th Grade |                  |                   | 4/23/20 - 5/6/20                                       |
|-----------|------------------|-------------------|--|
| Theme(s)  | ELA Skills Focus | Math Skills Focus | Other Skills Focus                                     |
| Inquiry   |                  |                   | Science:<br>Earth Science                              |
| Inquiry   |                  |                   | Social Studies:<br>Primary Sources<br>Music in History |

# Remote Learning Activities for Students

7th Grade -- April 23rd (ELA)

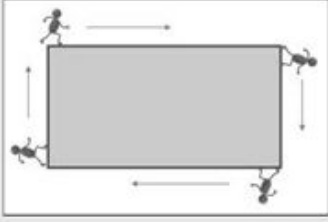



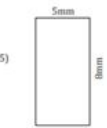

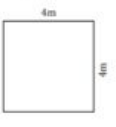


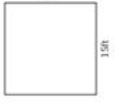
|                                     | Reading/Research<br>CCSS.ELA-Literacy.RL.7.1   | Grammar<br>CCSS.ELA-Literacy.L.7.2   | Writing<br>CCSS.ELA-Writing.W.7.2  | Extra Challenge<br>CCSS.ELA-Language.<br>L.7.5a  |  |  |  |  |  |  |   |   |   |
|-------------------------------------|--|--|--|--|--|--|--|--|--|--|---|---|---|
| <b>Activity Title:</b>              | Interpreting Fiction   | Editing Sentences  | Explanatory Paragraphs   | Idiom Pictionary   |  |  |  |  |  |  |   |   |   |
| <b>Materials:</b>                   | Pencil, paper, book, or tv show/movie  | Pencil, paper  | Pencil, paper  | Paper, pencil  |  |  |  |  |  |  |   |   |   |
| <b>Activities and Instructions:</b> | <p>Read a fiction text (chapter book, picture book, or an online story) or watch a tv show/movie that is fiction.</p> <p>Discuss the character traits of 2 characters.</p>   | <p>Read each sentence. Decide what edits need to be made to each sentence and rewrite the sentence with the edits.</p>                 | <p>Using the playlist you created from last round, write an explanatory paragraph using a topic sentence, at least 3 body sentences using text evidence, and a concluding statement.</p> | <p>Determine what idiom is represented by the picture. Explain what it means.</p>  |  |  |  |  |  |  |   |   |   |
| <b>Independent Practice:</b>        | <p>Read a fiction text or watch a tv show/movie that is fiction.</p> <p>Pick 2 characters and write about their character traits. Support with examples from the text/show.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Character</th> <th>Trait</th> <th>Support</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Character  | Trait  | Support  |  |  |  |  |  |  | <ol style="list-style-type: none"> <li>1. president cleveland borned in new jersey were the 22nd and 24th american president</li> <li>2. the President by the way was Elected too different times in the 1880's!</li> <li>3. in my opinion he was a populer Presidint with honesty integrity and self-reliance</li> <li>4. the city of cleveland is name after general cleveland his distent relative</li> <li>5. he avoid the civil war bye paying someone two take his place a common practice</li> </ol> | <p>My Example Playlist:</p> <ul style="list-style-type: none"> <li>-Topic: missing someone</li> <li>-Artist: Adele</li> <li>-Song: Someone Like You</li> </ul> <p>Example Explanatory Paragraph:</p> <p>When I am missing someone, I think of the song <i>Someone Like You</i> by Adele. In the lyrics, she reminisces about a person she cared for in the past. She states, "Don't forget me, I beg," showing how much she truly misses the relationship they had. She also seems to want the best for this person even though they are no longer together. She sings, "I wish nothing but the best for you, too." This song evokes emotions of missing someone or something from my past.</p> | <p>An idiom is a phrase not meant to be taken literally. For example, you may say to someone, "You can't judge a book by its cover." You aren't literally talking about a book. You are saying that you can't determine who a person is simply by looking at them.</p> <p>What is this idiom?</p>  |
| Character                           | Trait  | Support  |  |  |  |  |  |  |  |  |   |   |   |
|                                     |  |  |  |  |  |  |  |  |  |  |   |   |   |
|                                     |  |  |  |  |  |  |  |  |  |  |   |   |   |
| <b>Check for Understanding:</b>     | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.   | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc. | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.   | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc. |  |  |  |  |  |  |   |   |   |

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 23th (Math)

|  |  |  |
|--|--|--|
|  | <p>This week's math concept and skills review and practice: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</p>   | <p><b>Extra Challenge</b></p>  |
| <p><b>Lesson Title:</b></p>                | <p>Perimeter of Squares and Rectangles</p>   | <p>*For one or two of the problems you chose: What would the perimeter be if it were 2x as big? 3x as big? What if it were 1/2 the size? 1/3 the size?</p> |
| <p><b>Objective:</b></p>                   | <p>Students will be able to calculate perimeter of squares and rectangles</p>  |  |
| <p><b>Materials:</b></p>                   | <p>Paper and Pencil (calculator optional)</p>  |  |
| <p><b>Standard:</b></p>                    | <p>7.G.B4</p>  |  |
| <p><b>Activities and Instructions:</b></p> | <p>Definition: Perimeter is the distance around the outside of a figure or shape.</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>One way I like to imagine perimeter is if you dropped a tiny stick-person on the outside of a shape.</p> <p>The stick-person walks all the way around the outside of the shape until they got back to where they started.</p> <p>The distance the person walked would be the perimeter of the shape.</p>  </div> <p>How to find the perimeter of a rectangle.</p> <p>To find the perimeter of any shape we just need to add up the length of each side.</p> <p>In any rectangle, however, opposite sides are always equal in length.</p> <p>The perimeter of a rectangle can be found by adding the length of the 2 adjacent sides together and doubling the answer.</p> <p>Or Perimeter of a rectangle = (length + width) x 2</p> <p>Another way to find the perimeter quickly is to double the length of each of the adjacent sides and add them together.</p> <p>Perimeter = (length x 2) + (width x 2).</p>  |  |
| <p><b>Independent Practice:</b></p>        | <p><b>Example:</b></p> <div style="text-align: center;">  </div> <p>The perimeter of the rectangle above is <math>7 + 2 + 7 + 2 = 18\text{cm}</math>.</p> <p>However, we could also just work out <math>(7 + 2) \times 2</math>, as we are simply adding 7 plus 2 twice.</p> <p><b>YOUR TURN! Pick 5 of the figures below (3 for Resource Students) and find the perimeter of each.</b></p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="width: 20%;"> <p>1) </p> <p>Area = _____</p> </div> <div style="width: 20%;"> <p>2) </p> <p>Area = _____</p> </div> <div style="width: 20%;"> <p>5) </p> <p>Area = _____</p> </div> <div style="width: 20%;"> <p>6) </p> <p>Area = _____</p> </div> <div style="width: 20%;"> <p>3) </p> <p>Area = _____</p> </div> <div style="width: 20%;"> <p>4) </p> <p>Area = _____</p> </div> <div style="width: 20%;"> <p>7) </p> <p>Area = _____</p> </div> <div style="width: 20%;"> <p>8) </p> <p>Area = _____</p> </div> </div> |  |
| <p><b>Check for Understanding:</b></p>     | <p>Answers: 1) 14cm, 2) 16cm, 3) 32m, 4) 16km, 5) 26mm, 6) 12cm, 7) 18in, 8) 46ft</p>  |  |

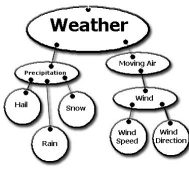
**Every Day:** Don't forget to read for at least 20 minutes.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 23rd (Social Studies/Science)


The columns below offer choices for student activities.

| Science   | Social Studies   | Extra Challenge  |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |
|---|--|--|---------|---------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|--|
| Weather Vocabulary  | History of Earth Day   | Social Studies: Time Capsule   |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |
| <b>Standard:</b> MS-ESS2-5  | <b>Standard:</b> NHS 6.4B.2; 10.1A.1; 5.A  | <b>Standard:</b> NHS 6.4B.2; 10.1A.1; 5.A  |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |
| <p><b>Option 1</b></p> <p>Create a chart to record your understanding of each of these weather vocabulary terms:</p> <ul style="list-style-type: none"> <li>-Temperature</li> <li>-Wind</li> <li>-Humidity</li> <li>-Precipitation</li> <li>-Clouds</li> </ul> <table border="1" data-bbox="280 682 553 814"> <thead> <tr> <th>Word</th> <th>Definition</th> <th>Example</th> <th>Picture</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Include a definition (using what resources you have), an example, and a picture.</p> | Word   | Definition   | Example | Picture |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | <p><b>Option 1: History of Earth Day</b></p> <p>Earth Day was a unified response to an environment in crisis — oil spills, smog, rivers so polluted they literally caught fire. On April 22, 1970, 20 million Americans — 10% of the U.S. population at the time — took to the streets, college campuses and hundreds of cities to protest environmental ignorance and demand a new way forward for our planet. The first Earth Day is credited with launching the modern environmental movement, and is now recognized as the planet's largest civic event. The first Earth Day in 1970 launched a wave of action, including the passage of landmark environmental laws in the United States. The Clean Air, Clean Water and Endangered Species Acts were created in response to the first Earth Day in 1970, as well as the creation of the Environmental Protection Agency (EPA). Many countries soon adopted similar laws. Earth Day continues to hold major international significance: In 2016, the United Nations chose Earth Day as the day when the historic Paris Agreement on climate change was signed into force</p> <p><b>Activity:</b><br/>How old is Earth Day?<br/>What did you do to commemorate Earth Day or done in the past?<br/>Create a poster as a reminder of how you can reduce, reuse or recycle to promote good habits to save the Earth. Example: mini poster by a light switch to shut off the light.</p> | <p>Create a time capsule to reflect your time at home during this Pandemic. We will be giving you suggestions to fill this time capsule during the remote learning days.</p> <p><b>Step One:</b> Create a container for your time capsule.<br/>Suggestions for a container:<br/>-old shoe box<br/>- cardboard box<br/>- bowl with a lid<br/>- potato chip can (pringles can)<br/>- old pencil case</p> <p><b>Step Two:</b><br/>Decorate it and label it so everybody knows it is not junk.<br/>Label needs to say April &amp; May 2020.</p> <p><b>Step Three:</b><br/>Add your first item:<br/>- On paper, make a picture or write a paragraph about how you celebrated Earth Day.</p> <p>Your teachers are making time capsules too and will share pictures with you.</p> |
| Word  | Definition   | Example  | Picture |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |
|   |  |  |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |
|   |  |  |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |
|   |  |  |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |
|   |  |  |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |
| <p><b>Option 2</b></p> <p>Create a mind map to record your understanding of each of these weather vocabulary terms:</p> <ul style="list-style-type: none"> <li>-Temperature</li> <li>-Wind</li> <li>-Humidity</li> <li>-Precipitation</li> <li>-Clouds</li> </ul>  <p>Include a definition (using what resources you have), an example, and a picture.</p>   | <p><b>Option 2: Implement your own Earth Day</b></p> <p>Activity :Choose 1 or more to do from the list below:</p> <ol style="list-style-type: none"> <li>1. Walk around your house and collect items to be recycled &amp; recycle them.</li> <li>2. Shut off lights in rooms that no one is in.</li> <li>3. Go outside and record the names and numbers of birds that you see.</li> <li>4. Take a bag outside and pick up trash from the yard or in your neighborhood while social distancing.</li> <li>5. If you are able, plant something such as seeds, plants, or seeds. Or get your old flower pots or yard area ready for new flowers.</li> <li>6. An activity of your choice that would be Earth Day themed - how creative can you be?</li> </ol> | <p><b>Step Three:</b><br/>Add your first item:<br/>- On paper, make a picture or write a paragraph about how you celebrated Earth Day.</p> <p>Your teachers are making time capsules too and will share pictures with you.</p> |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |
| <p><b>Check for Understanding:</b> Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.</p>  |  |  |         |         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |  |

**Every Day:** Read something from the news or MyOn. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 24th (ELA)

|                                     | Reading<br>CCSS.ELA-Literacy.RL.7.1   | Grammar<br>CCSS.ELA-Literacy.L.7.2   | Writing<br>CCSS.ELA-Writing.W.7.2  | Extra<br>Challenge<br>CCSS.ELA-Language.L.7.5a   |
|-------------------------------------|---|--|--|--|
| <b>Activity Title:</b>              | Interpreting Fiction  | Editing Sentences  | Explanatory Paragraphs   | Idiom Pictionary   |
| <b>Materials:</b>                   | Pencil, paper, book, or tv show/movie   | Pencil, paper  | Pencil, paper  | Pencil, paper  |
| <b>Activities and Instructions:</b> | <p>Read a fiction text (chapter book, picture book, or an online story) or watch a tv show/movie that is fiction.</p> <p>What genre are you reading/watching?</p>   | <p>Read each sentence. Decide what edits need to be made to each sentence and rewrite the sentence with the edits.</p>   | <p>Using the playlist you created from last round, write an explanatory paragraph using a topic sentence, at least 3 body sentences using text evidence, and a concluding statement.</p>   | <p>Determine what idiom is represented by the picture. Explain what it means.</p>  |
| <b>Independent Practice</b>         | <p>Read a fiction text or watch a tv show/movie that is fiction.</p> <p>Create a graphic organizer to show what genre your story belongs to. Use the organizer to write a paragraph.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Detail</div> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">genre</div> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Detail</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Detail</div> <div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;">Detail</div> </div> | <ol style="list-style-type: none"> <li>1. cleveland stoped Wasteful, Corrupt spending as mayor of buffalo a popular decision</li> <li>2. cleveland a notable reformer hired Government worker based on merit not favors</li> <li>3. the president having soariness in his mouth had a secret surgery, a-board a friends yacht</li> <li>4. this was the time of a Economic Depression and he fears his surgery would cause, panic</li> <li>5. clevelands cancerous Tumor was, successfully, removes and he had a full recovary</li> </ol> | <p>My Example Playlist:</p> <ul style="list-style-type: none"> <li>-Topic: feeling calm</li> <li>-Artist: Chantal Kreviazuk</li> <li>-Song: Feels Like Home</li> </ul> <p>My Example Paragraph:</p> <p>Chantal Kreviazuk's <i>Feels Like Home</i> makes me calmer after listening to it. The artist explains, "It feels like I'm all the way back where I belong." She is pointing out that home is a feeling, not a place. Home is WHO you are with rather than WHERE you are. So, I could feel at home even if I am not physically at my house. This brings me a sense of peace to know that the</p> | <p>What idiom is this?</p> <div style="text-align: center; margin-top: 20px;">  </div> |

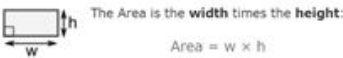
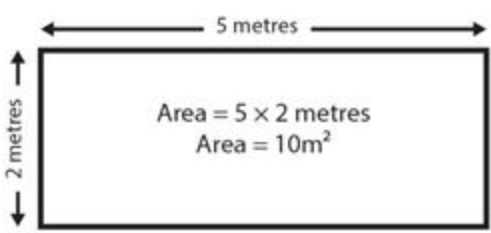
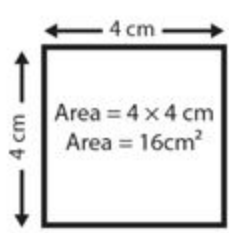


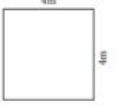





|                                 |  |  |  |  |
|---------------------------------|--|--|--|--|
|                                 |  |  | feeling of home can be created anywhere.   |  |
| <b>Check for Understanding:</b> | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc. | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc. | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc. | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc. |

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 24th (Math)

|                                     |  |  |
|-------------------------------------|--|--|
|                                     | This week's math concept and skills review and practice: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.  | <b>Extra Challenge</b>   |
| <b>Lesson Title:</b>                | Area of Squares and Rectangles   | *For one or two of the problems you chose: What would the area be if it were 2x as big? 3x as big? What if it were 1/2 the size? 1/3 the size? |
| <b>Objective:</b>                   | Students will be able to calculate area of a triangle  |  |
| <b>Materials:</b>                   | Paper and Pencil (calculator optional)   |  |
| <b>Standard:</b>                    | 7.G.B4   |  |
| <b>Activities and Instructions:</b> | Definition: Area is the amount of space inside a flat (2-dimensional) figure<br><div style="text-align: center;">  </div> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;">                     Example: A rectangle is 6 m wide and 3 m high, what is its Area?<br/> <math display="block">\text{Area} = 6 \text{ m} \times 3 \text{ m}</math> <math display="block">= 18 \text{ m}^2</math> </div> How to find the area of a rectangle.<br>-Identify the width (w)...sometimes referred to as the base (b). In the above example, w=6.<br>-Identify the height (h). In the above example, h=3<br>-Multiply the width/base by the height. In the above example, $6\text{m} \times 3\text{m} = 18\text{m}^2$<br>-Note: Area is always written in units squared (in <sup>2</sup> , m <sup>2</sup> , ft <sup>2</sup> , etc.)  |  |
| <b>Independent Practice:</b>        | Examples:<br><div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p><b>YOUR TURN! Pick 5 figures (3 for Resource Students) from each column, and find the area of each.</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1)  Area = _____</p> <p>2)  Area = _____</p> <p>3)  Area = _____</p> <p>4)  Area = _____</p> </div> <div style="width: 45%;"> <p>5)  Area = _____</p> <p>6)  Area = _____</p> <p>7)  Area = _____</p> <p>8)  Area = _____</p> </div> </div> |  |
| <b>Check for Understanding:</b>     | Answers: 1) 12cm <sup>2</sup> , 2) 7cm <sup>2</sup> , 3) 16m <sup>2</sup> , 4) 12km <sup>2</sup> , 5) 40mm <sup>2</sup> , 6) 8cm <sup>2</sup> , 7) 20in <sup>2</sup> , 8) 120ft <sup>2</sup>   |  |


**Every Day:** Don't forget to read for at least 20 minutes.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 24th (Social Studies/Science)

The columns below offer choices for student activities.


| Science  | Social Studies   | Extra Challenge  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| What is weather?   | Work Like a Historian  | Science  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Standard:</b> MS-ESS2-5   | Standard:H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1   | <b>Standard:</b> MS-ESS2-5   |  |  |  |  |  |  |  |  |  |  |  |  |
| <p><b>Option 1</b></p> <p>Create a list of questions you wonder about the weather (Try to write 10-15). Sort your questions into the following categories:</p> <ul style="list-style-type: none"> <li>-Temperature</li> <li>-Wind</li> <li>-Humidity</li> <li>-Precipitation</li> <li>-Clouds</li> </ul>   | <p><b>Option 1</b></p> <p>Primary sources play an important part in History. You are going to be the historian and create primary sources about the pandemic. You might create a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters.</p> <p>Future historians will look back on these items that ordinary people are creating to tell their story. Jane Kamensky from Harvard University says, "diaries, correspondence are a gold standard, the best evidence we have of people's inner worlds".</p> <p>Today's prompt: How has the virus disrupted your daily life? What are you missing?</p> <p>Create a source to answer the above prompt.</p>  | <p>If you have access to the Interactive Digital Edition of IQWST, read or listen to Lesson 1 Reading One "What Can Clouds Tell Us about Weather?"</p> <p>(Login and Password were emailed to your gmail account by your teacher.)</p> <p>Click on the cloud with the arrow to turn in your work.</p>  |  |  |  |  |  |  |  |  |  |  |  |  |
| <p><b>Option 2</b></p> <p>Create a list of questions you wonder about the weather (Try to write 10-15). Sort your questions into categories of your choosing and label the categories.</p> <p>For example:</p> <p><u>Weather Changes</u></p> <p>What causes a cold front?</p> <p>What causes a warm front?</p> <p>Why did it snow in April after a warm day?</p> | <p><b>Option 2:</b> You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch, view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences.</p> <p><b>Your Social Studies Log</b></p> <table border="1" data-bbox="638 1478 1183 1705"> <thead> <tr> <th data-bbox="638 1478 740 1556">Activity Completed:<br/>Log activities as you complete them. You will share with family &amp; teachers.</th> <th data-bbox="740 1478 797 1556">Minutes:<br/>Spend 15 minutes each day.</th> <th data-bbox="797 1478 1183 1556">Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Activity Completed:<br>Log activities as you complete them. You will share with family & teachers.   | Minutes:<br>Spend 15 minutes each day. | Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry? |  |  |  |  |  |  |  |  |  |  |
| Activity Completed:<br>Log activities as you complete them. You will share with family & teachers.   | Minutes:<br>Spend 15 minutes each day.   | Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?   |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <p><b>Check for Understanding:</b> Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.</p>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Every Day:** Read something from the news or MyOn. **Parent Signature:** \_\_\_\_\_



# Remote Learning Activities for Students

7th Grade -- April 27th (ELA)

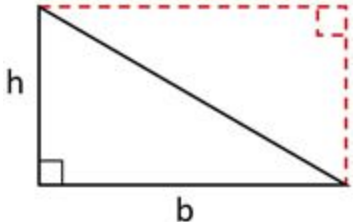
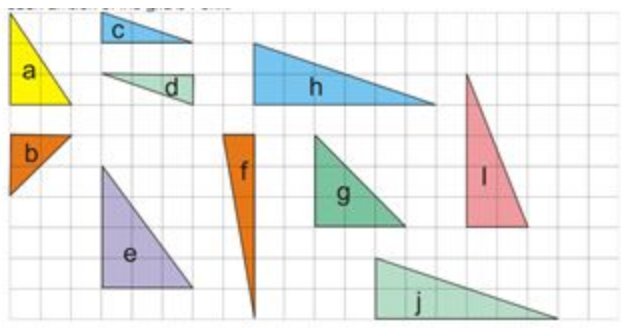
|                                     | Reading<br>CCSS.ELA-Literacy.RL.7.1   | Grammar<br>CCSS.ELA-Literacy.L.7.2   | Writing<br>CCSS.ELA-Writing.W.7.2   | Extra Challenge<br>CCSS.ELA-Language.L.7.5a  |        |       |        |  |  |  |
|-------------------------------------|---|--|---|--|--------|-------|--------|--|--|--|
| <b>Activity Title:</b>              | Interpreting Fiction  | Editing Sentences  | Explanatory Paragraphs  | Idiom Pictionary   |        |       |        |  |  |  |
| <b>Materials:</b>                   | Pencil, paper, book, or tv show/movie   | Pencil, paper  | Paper, pencil   | Paper, pencil  |        |       |        |  |  |  |
| <b>Activities and Instructions:</b> | <p>Read a fiction text (chapter book, picture book, or an online story) or watch a tv show/movie that is fiction.</p> <p>What is the theme of your story?</p>   | <p>Read each sentence. Decide what edits need to be made to each sentence and rewrite the sentence with the edits.</p>                 | <p>Using the playlist you created from last round, write an explanatory paragraph using a topic sentence, at least 3 body sentences using text evidence,, and a concluding statement.</p> | <p>Determine what idiom is represented by the picture. Explain what it means.</p>  |        |       |        |  |  |  |
| <b>Independent Practice:</b>        | <p>Read a fiction text or watch a tv show/movie that is fiction.</p> <p>Create a graphic organizer to show what the theme of your story is. Use the graphic organizer to write a paragraph.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">Theme</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">Detail</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">Theme</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">Detail</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">Theme</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">Detail</td> </tr> </table> </div> | Theme  | Detail  | Theme  | Detail | Theme | Detail | <ol style="list-style-type: none"> <li>1. the american red cross (ARC) a humanitarian organisation is founded by clara barton</li> <li>2. clara a true Patriot volunteer to care for wound soldeirs during the civil War</li> <li>3. she went to Battlefields, antietam and cedar Mountain to distribute supplys and helped</li> <li>4. clara head of the Office of Missing Soldiers help families locate 22000 killed and missin soldiers after the War</li> <li>5. in 1882 she founds the ARC a branch of the International Red Cross</li> </ol> | <p>My Example Playlist:</p> <ul style="list-style-type: none"> <li>-Topic: feel inspired</li> <li>-Artist: Andra Day</li> <li>-Song: Rise Up</li> </ul> <p>My Example Paragraph:</p> <p>If you listen to <i>Rise Up</i> by Andra Day, you will be inspired. The line, " I'll rise up, And I'll do it a thousand times again," is perhaps the most inspiring line in the song. She is saying that she will face many challenges, but she will overcome each one, again and again. I connect to the lines, "We gonna walk it out, And move mountains." It encourages me to allow myself time (walk it out, not sprint it out) and then you will have the power and strength to keep going. <i>Rise Up</i> leaves me rejuvenated.</p> | <p>What idiom is this?</p>  |
| Theme                               | Detail  |  |   |  |        |       |        |  |  |  |
| Theme                               | Detail  |  |   |  |        |       |        |  |  |  |
| Theme                               | Detail  |  |   |  |        |       |        |  |  |  |
| <b>Check for Understanding:</b>     | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.  | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc. | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.  | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc. |        |       |        |  |  |  |

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 27th (Math)

|                                     |  |  |
|-------------------------------------|--|--|
|                                     | This week's math concept and skills review and practice: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.  | <b>Extra Challenge</b>   |
| <b>Lesson Title:</b>                | Area of a Right Triangle   | *For one or two of the problems you chose: What would the area be if it were 2x as big? 3x as big? What if it were 1/2 the size? 1/3 the size? |
| <b>Objective:</b>                   | Students will be able to calculate the area of a right triangle.   |  |
| <b>Materials:</b>                   | Paper and Pencil (calculator optional)   |  |
| <b>Standard:</b>                    | 7.G.B4   |  |
| <b>Activities and Instructions:</b> | <div style="text-align: center;">  </div> <p>-If you look at the triangle above, you will notice that the red dotted line that joins the triangle forms a rectangle.</p> <p>-The area of the right triangle is exactly half of this rectangle because it has been split into two identical triangles.</p> <p>-We know that the area of a rectangle is <math>b \times h</math>, the area of the right triangle is half of that.</p> <p>The area of any right triangle is half of a rectangle so:</p> <p style="text-align: center;"><b>Area <math>\triangle</math> = <math>\frac{1}{2} \times b \times h</math> OR <math>(b \times h) / 2</math></b></p> |  |
| <b>Independent Practice:</b>        | <p><b>Example:</b><br/>                 Look at triangle "a" below. If you count the units on the bottom, the base, there are two squares, so <math>b = 2</math>. If you count units for the height, there are 3 squares, so <math>h = 3</math>. Using the formula from above, the area of this triangle is: <math>(2 \times 3) / 2 = 6 / 2 = 3</math>. The area of triangle "a" is 3 units<sup>2</sup>.</p> <div style="text-align: center;">  </div> <p><b>YOUR TURN! Pick 5 of the remaining triangles (3 for Resource Students) and find the area of each.</b></p>  |  |
| <b>Check for Understanding:</b>     | Answers: a) 3units <sup>2</sup> , b) 2 units <sup>2</sup> , c) 1.5 units <sup>2</sup> , d) 1.5 units <sup>2</sup> , e) 6 units <sup>2</sup> , f) 3 units <sup>2</sup> , g) 4.5 units <sup>2</sup> , h) 6 units <sup>2</sup> , i) 5 units <sup>2</sup> , j) 6 units <sup>2</sup>  |  |

**Every Day:** Don't forget to read for at least 20 minutes.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 27th (Social Studies/Science)


The columns below offer choices for student activities.

| Science  | Social Studies  | Extra Challenge  |   |   |               |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |
|--|---|--|---|---|---------------|--------|----------|---------------|------|--|--|--|--|--|------|--|--|--|--|--|------|--|--|--|--|--|------|--|--|--|--|--|-----|--|--|--|--|--|
| What Makes Air Hot?  | Work Like a Historian   | Weather Data Collections   |   |   |               |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |
| <b>Standard:</b> MS-ESS2-6   | Standard:H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1  | <b>Standard:</b> MS-ESS2-5   |   |   |               |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |
| <p><b>Option 1</b></p> <p>Where does the thermal energy come from that heats the air above the Earth? Construct a model (picture) of the way the air above the Earth is heated. Use arrows to show the transfer of energy. Your model should include the Earth, the thermal energy source, what is being heated (the air), and any process that is taking place.</p> | <p>Option 1:</p> <p>Primary sources play an important part in History. You are to continue your journey creating primary sources. You might respond to the prompts in any of these ways: a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Remember the importance of primary sources to our future. Don't forget to create a place to store your sources. It could be your time capsule, a folder for papers, a notebook, a folder on your phone or computer of your videos, a sketchbook for the art or whatever you want just keep them all together.</p> <p>Today's prompt: What changes, big or small, are you noticing in the world around you?</p> <p>Create a source to answer the above prompt.</p>   | <p>Choose any city in the United States that you've always wanted to visit. Record the weather data for that city for the next 5 days including:</p> <ul style="list-style-type: none"> <li>-Temperature</li> <li>-Wind</li> <li>-Humidity</li> <li>-Precipitation</li> <li>-Clouds</li> </ul> <table border="1" data-bbox="1143 730 1507 848"> <thead> <tr> <th>City</th> <th>Temp</th> <th>Wind</th> <th>Clouds</th> <th>Humidity</th> <th>Precipitation</th> </tr> </thead> <tbody> <tr> <td>4/27</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4/28</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4/29</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4/30</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5/1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | City  | Temp  | Wind          | Clouds | Humidity | Precipitation | 4/27 |  |  |  |  |  | 4/28 |  |  |  |  |  | 4/29 |  |  |  |  |  | 4/30 |  |  |  |  |  | 5/1 |  |  |  |  |  |
| City   | Temp  | Wind   | Clouds  | Humidity  | Precipitation |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |
| 4/27   |   |  |   |   |               |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |
| 4/28   |   |  |   |   |               |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |
| 4/29   |   |  |   |   |               |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |
| 4/30   |   |  |   |   |               |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |
| 5/1  |   |  |   |   |               |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |
| <p><b>Option 2</b></p> <p>Where does the thermal energy come from that heats the air above the Earth? Explain your answer in 3-5 complete sentences. Your answer should include the Earth, the thermal energy source, what is being heated (the air), and any process that is taking place.</p>  | <p>Option 2: You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books(picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch,view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences.</p> <p><b>Your Social Studies Log</b></p> <table border="1" data-bbox="542 1436 1091 1663"> <thead> <tr> <th data-bbox="542 1436 646 1516"><b>Activity Completed:</b><br/>Log activities as you complete them. You will share with family &amp; teachers.</th> <th data-bbox="646 1436 701 1516"><b>Minutes:</b><br/>Spend 15 minutes each day.</th> <th data-bbox="701 1436 1091 1516"><b>Reflection</b> - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> | <b>Activity Completed:</b><br>Log activities as you complete them. You will share with family & teachers.  | <b>Minutes:</b><br>Spend 15 minutes each day. | <b>Reflection</b> - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry? |               |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |
| <b>Activity Completed:</b><br>Log activities as you complete them. You will share with family & teachers.  | <b>Minutes:</b><br>Spend 15 minutes each day.   | <b>Reflection</b> - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?  |   |   |               |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |
|  |   |  |   |   |               |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |
|  |   |  |   |   |               |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |
|  |   |  |   |   |               |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |
| <p><b>Check for Understanding:</b> Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.</p>   |   |  |   |   |               |        |          |               |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |      |  |  |  |  |  |     |  |  |  |  |  |

**Every Day:** Read something from the news or MyOn. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 28th (ELA)

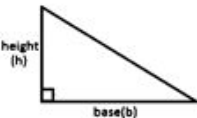
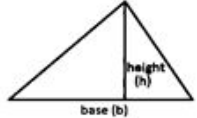
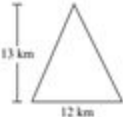


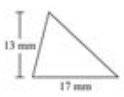



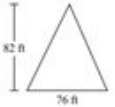
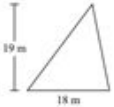
|                                     | Reading<br>CCSS.ELA-Literacy.R<br>L.7.1   | Grammar<br>CCSS.ELA-Literacy.L.7.2  | Writing<br>CCSS.ELA-Writing.W.7.2   | Extra<br>Challenge<br>CCSS.ELA-Language.L.7.5a  |  |  |  |  |  |  |
|-------------------------------------|---|---|---|---|--|--|--|--|--|--|
| <b>Activity Title:</b>              | Interpreting Fiction  | Editing Sentences   | Explanatory Paragraphs  | Idiom Pictionary  |  |  |  |  |  |  |
| <b>Materials:</b>                   | Pencil, paper, book, or tv show/movie   | Pencil, paper   | Paper, pencil   | Paper, pencil   |  |  |  |  |  |  |
| <b>Activities and Instructions:</b> | <p>Read a fiction text (chapter book, picture book, or an online story) or watch a tv show/movie that is fiction.</p> <p>Describe the point of view of 2 characters.</p>  | <p>Read each sentence. Decide what edits need to be made to each sentence and rewrite the sentence with the edits.</p>                        | <p>Using the playlist you created from last round, write an explanatory paragraph using a topic sentence, at least 3 body sentences using text evidence,, and a concluding statement.</p> | <p>Determine what idiom is represented by the picture. Explain what it means.</p>   |  |  |  |  |  |  |
| <b>Independent Practice:</b>        | <p>Read a fiction text or watch a tv show/movie that is fiction.</p> <p>Describe the point of view for 2 characters. Explain how their point of view affects the events in the story.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px;">Character</td> <td style="width: 50px;">POV Affects the story</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </table> | Character   | POV Affects the story   |   |  |  |  | <ol style="list-style-type: none"> <li>1. in 1895 he become the First President ever filmed and a alaskan volcano is named, after him.</li> <li>2. his wife frances age 21 was the youngest First Lady in history they marry in the white house.</li> <li>3. the ARC help disaster relief in two Major Events the Great Fire and Johnstown Flood!</li> <li>4. the ARC network include 500000 Volunteers. the net-work has 650 chapters</li> <li>5. ARC is not an government Agency. ARC was granted a congressional charter</li> </ol> | <p>My Playlist Example:</p> <ul style="list-style-type: none"> <li>-Topic: feeling silly</li> <li>-Artist: Vanilla Ice</li> <li>-Song: Ice, Ice, Baby</li> </ul> <p>My Example Paragraph:</p> <p>When it comes to feeling silly, Vanilla Ice's <i>Ice, Ice, Baby</i> is my go-to song. I only know the chorus, "Ice, Ice, Baby," nahnahnahnah. But, even though this is all I know from the song, it makes me feel completely silly when I belt it out. The song itself really doesn't make much sense, so perhaps that's why I find it funny. Vanilla Ice with his dyed hair and in his parachute pants also makes me giggle.</p> | <p>What is this idiom?</p>  |
| Character                           | POV Affects the story   |   |   |   |  |  |  |  |  |  |
|                                     |   |   |   |   |  |  |  |  |  |  |
|                                     |   |   |   |   |  |  |  |  |  |  |
| <b>Check for Understanding:</b>     | <p>Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.</p>   | <p>Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.</p> | <p>Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.</p>   | <p>Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.</p> |  |  |  |  |  |  |

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 28th (Math)

|                                     |  |  |
|-------------------------------------|--|--|
|                                     | This week's math concept and skills review and practice: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.  | <b>Extra Challenge</b>   |
| <b>Lesson Title:</b>                | Area of a Non-Right Triangle   | *For one or two of the problems you chose: What would the area be if it were 2x as big? 3x as big? What if it were $\frac{1}{2}$ the size? $\frac{1}{3}$ the size? |
| <b>Objective:</b>                   | Students will be able to calculate the area of a non-right triangle.   |  |
| <b>Materials:</b>                   | Paper and Pencil (calculator optional)   |  |
| <b>Standard:</b>                    | 7.G.B4   |  |
| <b>Activities and Instructions:</b> | <p>As we reviewed in the previous math activity, the area of a right triangle is half of a rectangle so: Area <math>\triangle = \frac{1}{2} \times b \times h</math> OR <math>(b \times h) / 2</math>. This formula is used to find the area of all types of triangles as well, but finding base and height are slightly trickier when we look at non-right triangles.</p> <p>For non-right triangles, the base is one side of the triangle, but the height is not. The height is an imaginary perpendicular line from the base of the triangle to the opposite angle. See below:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>A right triangle showing height and base.</p> </div> <div style="text-align: center;">  <p>A non-right triangle showing height and base.</p> </div> </div>  |  |
| <b>Independent Practice:</b>        | <p><b>Example:</b><br/>                 This triangle below has a base of 12 km and a height of 13 km. Using the formula <math>(b \times h) / 2</math>, the area is:<br/> <math>(12 \times 13) / 2 = 156 / 2 = 78 \text{ km}^2</math></p> <div style="text-align: center;">  </div> <p><b>YOUR TURN! Pick 5 of the triangles (3 for Resource Students) and find the area of each.</b></p> <div style="display: grid; grid-template-columns: repeat(4, 1fr); gap: 10px;"> <!-- Triangle 1 --> <div style="text-align: center;"> <p>1)</p>  </div> <!-- Triangle 2 --> <div style="text-align: center;"> <p>2)</p>  </div> <!-- Triangle 3 --> <div style="text-align: center;"> <p>3)</p>  </div> <!-- Triangle 4 --> <div style="text-align: center;"> <p>4)</p>  </div> <!-- Triangle 5 --> <div style="text-align: center;"> <p>5)</p>  </div> <!-- Triangle 6 --> <div style="text-align: center;"> <p>6)</p>  </div> <!-- Triangle 7 --> <div style="text-align: center;"> <p>7)</p>  </div> <!-- Triangle 8 --> <div style="text-align: center;"> <p>8)</p>  </div> </div> |  |
| <b>Check for Understanding:</b>     | Answers: 1) $85 \text{ in}^2$ , 2) $142.5 \text{ mm}^2$ , 3) $110.5 \text{ mm}^2$ , 4) $9 \text{ km}^2$ , 5) $924 \text{ mm}^2$ , 6) $104.5 \text{ m}^2$ , 7) $3116 \text{ ft}^2$ , 8) $171 \text{ m}^2$   |  |

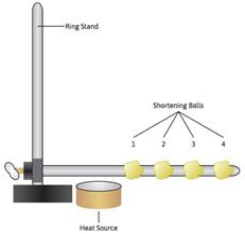
**Every Day:** Don't forget to read for at least 20 minutes.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 28th (Social Studies/Science)

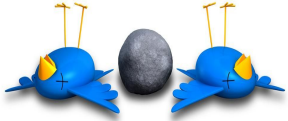
The columns below offer choices for student activities.

| Science  | Social Studies   | Extra Challenge  |  |  |  |  |  |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|
| Conduction Part 1  | Work Like a Historian  | Social Studies:<br>Music in History  |  |  |  |  |  |  |  |  |  |  |  |   |
| Standard: MS-PS1-4   | Standard:H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1   | Standard: H.3.6-8MC  |  |  |  |  |  |  |  |  |  |  |  |   |
| <p><b>Option 1</b><br/>What is Conduction?<br/>Conduction of heat occurs when molecules increase in temperature; they vibrate, and this vibration and movement passes the heat energy to the surrounding molecules. Hence thermal energy from one end of an object to another.</p>  <p>Predict which shortening ball will fall from the rod first, or will they all fall at the same time?<br/>Write 3-5 sentences about why you think that.</p> | <p><b>Option 1</b><br/>Primary sources play an important part in History. You are to continue your journey creating primary sources. You might respond to the prompts in any of these ways: a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Remember the importance of primary sources to our future. Don't forget to create a place to store your sources. It could be your time capsule, a folder for papers, a notebook, a folder on your phone or computer of your videos, a sketchbook for the art or whatever you want just keep them all together.</p> <p><b>Today's prompt:</b> Has your family had to change traditions &amp; come up with different plans for birthdays, or special events like Easter, Passover, and Ramadan?</p> <p>Create a source to answer the above prompt.</p>   | <p>Music plays an important role in society. It often tells the story of events that impact people's lives. Your task will be to investigate the following song lyrics. Copy down a stanza or the refrain that speaks to you. Mark the text as you interpret the lyrics. See if you can identify the event(s) being referenced? If able, listen to the song &amp; rest of the lyrics. Summarize your findings in any way you choose. (Writing, art or media)</p> <p>Song: God Bless the USA</p> <p><i>From the lakes of Minnesota, to the hills of Tennessee<br/>Across the plains of Texas, from sea to shining sea<br/>From Detroit down to Houston and New York to LA<br/>Well, there's pride in every American heart<br/>And it's time we stand and say that</i></p> <p><i>Refrain</i></p> <p><i>Where at least I know I'm free<br/>And I won't forget the men who died,<br/>Who gave that right to me<br/>And I'd gladly stand up next to you<br/>And defend her still today<br/>'Cause there ain't no doubt I love this land<br/>God bless the USA</i></p> <p><i>Source: Musixmatch<br/>Songwriters: Lee Greenwood<br/>God Bless The USA lyrics © Songs Of Polygram Int., Inc., Music Corp. Of America, Inc.</i></p> |  |  |  |  |  |  |  |  |  |  |  |   |
| <p><b>Option 2</b><br/>Think about how the shortening balls would fall off the metal rod. Based on the definition of conduction and the diagram in option one, create a drawing of the shortening balls falling from the rod.</p> <p>Write 3-5 sentences explaining what is happening in your drawing.</p> <p>If you have access to the Interactive Digital Edition of IQWST watch the Virtual Activity video for lesson 2.2 to check if your prediction was correct.</p>  | <p><b>Option 2:</b> You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch, view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences.</p> <p><b>Your Social Studies Log</b></p> <table border="1" data-bbox="641 1533 1182 1759"> <thead> <tr> <th data-bbox="641 1533 738 1606">Activity Completed:<br/>Log activities as you complete them. You will share with family &amp; teachers.</th> <th data-bbox="738 1533 795 1606">Minutes:<br/>Spend 15 minutes each day.</th> <th data-bbox="795 1533 1182 1606">Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Activity Completed:<br>Log activities as you complete them. You will share with family & teachers.   | Minutes:<br>Spend 15 minutes each day. | Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry? |  |  |  |  |  |  |  |  |  | <p><i>Where at least I know I'm free<br/>And I won't forget the men who died,<br/>Who gave that right to me<br/>And I'd gladly stand up next to you<br/>And defend her still today<br/>'Cause there ain't no doubt I love this land<br/>God bless the USA</i></p> <p><i>Source: Musixmatch<br/>Songwriters: Lee Greenwood<br/>God Bless The USA lyrics © Songs Of Polygram Int., Inc., Music Corp. Of America, Inc.</i></p> |
| Activity Completed:<br>Log activities as you complete them. You will share with family & teachers.   | Minutes:<br>Spend 15 minutes each day.   | Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?   |  |  |  |  |  |  |  |  |  |  |  |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |
| <p><b>Check for Understanding:</b> Share your work with your family. If you are able, submit to your teacher via email in a document or picture, Schoology, or Google classroom.</p>   |  |  |  |  |  |  |  |  |  |  |  |  |  |   |

**Every Day:** Read something from the news or myON. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 29th (ELA)

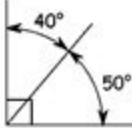
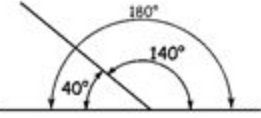

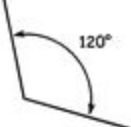







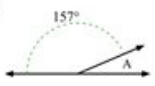
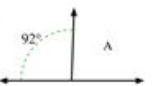
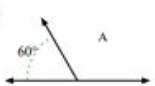


|                                     | <b>Reading</b><br>CCSS.ELA-Literacy.RL.7.1   | <b>Grammar</b><br>CCSS.ELA-Literacy.L.7.2   | <b>Writing</b><br>CCSS.ELA-Writing.W.7.2  | <b>Extra Challenge</b><br>CCSS.ELA-Language.L.7.5a  |
|-------------------------------------|--|---|---|---|
| <b>Activity Title:</b>              | Interpreting Fiction   | Editing Sentences   | Explanatory Paragraphs  | Idiom Pictionary  |
| <b>Materials:</b>                   | Pencil, paper, book, or tv show/movie  | Pencil, paper   | Paper, pencil   | Paper, pencil   |
| <b>Activities and Instructions:</b> | <p>Read a fiction text (chapter book, picture book, or an online story) or watch a tv show/movie that is fiction.</p> <p>Find an example of compare/contrast in the story.</p>               | <p>Read each sentence. Decide what edits need to be made to each sentence and rewrite the sentence with the edits.</p>  | <p>Using the playlist you created from last round, write an explanatory paragraph using a topic sentence, at least 3 body sentences using text evidence,, and a concluding statement.</p>   | <p>Determine what idiom is represented by the picture. Explain what it means.</p>   |
| <b>Independent Practice:</b>        | <p>Read a fiction text or watch a tv show/movie that is fiction.</p> <p>Find an example of compare/contrast in the story.</p> <p>Create a graphic organizer to organize the information.</p> | <ol style="list-style-type: none"> <li>1. disasters can leave victim without food and shelter. Their are 70000 disasters yearly</li> <li>2. ARC training program is popular with teenagers. They is lifeguarding and babysitting</li> <li>3. ARC operate the holland Laboratory. The laboratory is a blood reserch Facility</li> <li>4. ARC kits is for sale at local chapters or Online. They are First Aid and disaster kits</li> </ol> | <p>My Playlist Example:</p> <ul style="list-style-type: none"> <li>-Topic: younger</li> <li>-Artist: Disney Junior</li> <li>-Song: Muppet Babies</li> </ul> <p>My Example Paragraph:</p> <p>The Muppet Babies theme song by Disney Junior takes me back to my younger years. My sister and I used to wake up early on Saturday morning to watch Muppet Babies together. When this theme song pops into my head, it gets stuck there for a while. It's also a song that many know, so if I sing it out loud, other people join in. It makes me feel younger.</p> | <p>What idiom is this?</p>                                 |
| <b>Check for Understanding:</b>     | <p>Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.</p>  | <p>Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.</p>   | <p>Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.</p>   | <p>Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.</p> |

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 29th (Math)

|                                     |   |   |
|-------------------------------------|---|---|
|                                     | This week's math concept and skills review and practice: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.   | <b>Extra Challenge</b>  |
| <b>Lesson Title:</b>                | Complementary and Supplementary Angles  | *Choose two problems from each set. Write an equation to solve for the missing angle. Let 'x' be the missing angle. |
| <b>Objective:</b>                   | Students will be able to identify and calculate complementary and supplementary angles.   |   |
| <b>Materials:</b>                   | Paper and Pencil (calculator optional)  |   |
| <b>Standard:</b>                    | 7.G.B5  |   |
| <b>Activities and Instructions:</b> | <p>Review the definition and examples of complementary angles:</p> <p style="text-align: center;">Two angles are Complementary when they <b>add up to 90 degrees</b> (a Right Angle <math>\square</math>).</p> <p>These two angles (<math>40^\circ</math> and <math>50^\circ</math>) are <b>Complementary Angles</b>, because they add up to <math>90^\circ</math>:</p> <p>Notice that together they make a <u>right angle</u> <math>\square</math>.</p> <div style="text-align: right;">  </div><br><p>Review the definition and examples of supplementary angles:</p> <p style="text-align: center;">Two Angles are Supplementary when they <b>add up to 180 degrees</b>.</p> <p>These two angles (<math>140^\circ</math> and <math>40^\circ</math>) are Supplementary Angles, because they add up to <math>180^\circ</math>:</p> <p>Notice that together they make a <u>straight angle</u>.</p> <div style="text-align: right;">  </div><br><div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">  </div> <div> <p>But the angles don't have to be together.</p> <p>These two are supplementary because <math>60^\circ + 120^\circ = 180^\circ</math></p>  </div> </div>  |   |
| <b>Independent Practice:</b>        | <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b>Complementary Angles:</b><br/>Choose four problems (2 for <b>Resource Students</b>) and find the complementary angles.</p> <div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div style="text-align: center;">1) </div> <div style="text-align: center;">2) </div> <div style="text-align: center;">3) </div> <div style="text-align: center;">4) </div> <div style="text-align: center;">5) </div> <div style="text-align: center;">6) </div> </div> </div> <div style="width: 48%;"> <p><b>Supplementary Angles:</b><br/>Choose four problems (2 for <b>Resource Students</b>) and find the supplementary angles.</p> <div style="display: flex; flex-wrap: wrap; gap: 10px;"> <div style="text-align: center;">1) </div> <div style="text-align: center;">2) </div> <div style="text-align: center;">3) </div> <div style="text-align: center;">4) </div> <div style="text-align: center;">5) </div> <div style="text-align: center;">6) </div> </div> </div> </div> |   |
| <b>Check for Understanding:</b>     | Answers: Complementary: 1) 68, 2) 58, 3) 48, 4) 34, 5) 63, 6) 35<br>Supplementary: 1) 141, 2) 23, 3) 88, 4) 120, 5) 119, 6) 152   |   |

**Every Day:** Don't forget to read for at least 20 minutes.

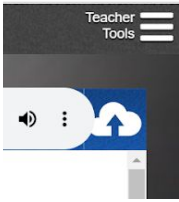

**Parent Signature:** \_\_\_\_\_



# Remote Learning Activities for Students

7th Grade -- April 29th (Social Studies/Science)


The columns below offer choices for student activities.

| Science   | Social Studies  | Extra Challenge   |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|
| Conduction Part 2   | Work Like a Historian   | Science   |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Standard:</b> MS-PS1-4   | Standard:H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1  | Standard:   |  |  |  |  |  |  |  |  |  |  |  |  |
| <p><b>Option 1</b><br/>Ask your parents for permission to conduct an experiment of boiling three eggs.</p> <p>A completely hard boiled egg takes approximately seven minutes. Set a timer or watch the clock. After cooking for 2 minutes take the first egg out of the water, and run it under cold water before peeling off the shell. Take the second egg out after 4 minutes and repeat. Let the last egg stay in the water until seven minutes are up. Record your observations.</p> <p>What conclusions can you draw from this activity about how conduction works?</p> | <p><b>Option 1</b><br/>Primary sources play an important part in History. You are to continue your journey creating primary sources. You might respond to the prompts in any of these ways: a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Remember the importance of primary sources to our future. Don't forget to create a place to store your sources. It could be your time capsule, a folder for papers, a notebook, a folder on your phone or computer of your videos, a sketchbook for the art or whatever you want just keep them all together.</p> <p><b>Today's prompt:</b>How has the coronavirus changed the way you use the internet or other media?</p> <p>Create a source to answer the above prompt.</p>   | <p>If you have access to the Interactive Digital Edition of IQWST, read or listen to Lesson 2 Reading One "Why Does Conduction Matter?"</p> <p>(Login and Password were emailed to your gmail account by your teacher.)</p> <p>Click on the cloud with the arrow to turn in your work.</p>  |  |  |  |  |  |  |  |  |  |  |  |  |
| <p><b>Option 2</b></p> <p>Look at the picture below of the hand holding an ice cube. The ice cube that this person is holding is melting. Use what you know about conduction to draw a diagram that explains what is happening in this image.</p>  <p>Remember that the energy moves from where it is warm to where it is cooler. Your diagram must show the heat being transferred.</p>  | <p><b>Option 2</b></p> <p>You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch,view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences.</p> <p><b>Your Social Studies Log</b></p> <table border="1" data-bbox="638 1499 1187 1728"> <thead> <tr> <th data-bbox="638 1499 740 1577">Activity Completed:<br/>Log activities as you complete them. You will share with family &amp; teachers.</th> <th data-bbox="740 1499 797 1577">Minutes:<br/>Spend 15 minutes each day.</th> <th data-bbox="797 1499 1187 1577">Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Activity Completed:<br>Log activities as you complete them. You will share with family & teachers.  | Minutes:<br>Spend 15 minutes each day. | Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry? |  |  |  |  |  |  |  |  |  |  |
| Activity Completed:<br>Log activities as you complete them. You will share with family & teachers.  | Minutes:<br>Spend 15 minutes each day.  | Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |
| <p><b>Check for Understanding:</b> Share your work with your family. If you are able, submit to your teacher via email in a document or picture, Schoology, or Google classroom.</p>  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |

**Every Day:** Read something from the news or MyOn. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 30th (ELA)


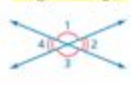
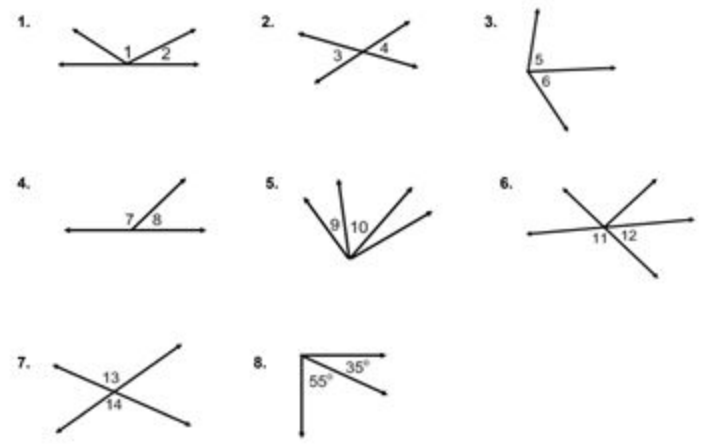
|                                     | <b>Reading</b><br>CCSS.ELA-Literacy.RL.7.1   | <b>Grammar</b><br>CCSS.ELA-Literacy.L.7.2  | <b>Writing</b><br>CCSS.ELA-Writing.W.7.2   | <b>Extra Challenge</b><br>CCSS.ELA-Language.L.7.5a   |
|-------------------------------------|--|--|--|--|
| <b>Activity Title:</b>              | Interpreting Fiction   | Editing Sentences  | Explanatory Paragraphs   | Idiom Pictionary   |
| <b>Materials:</b>                   | Pencil, paper, book, or tv show/movie  | Pencil, paper  | Paper, pencil  | Paper, pencil  |
| <b>Activities and Instructions:</b> | <p>Read a fiction text (chapter book, picture book, or an online story) or watch a tv show/movie that is fiction.</p> <p>Find an example of a problem/solution in the story.</p>               | <p>Read each sentence. Decide what edits need to be made to each sentence and rewrite the sentence with the edits.</p>   | <p>Using the playlist you created from last round, write an explanatory paragraph using a topic sentence, at least 3 body sentences using text evidence, and a concluding statement.</p>   | <p>Determine what idiom is represented by the picture. Explain what it means.</p>  |
| <b>Independent Practice:</b>        | <p>Read a fiction text or watch a tv show/movie that is fiction.</p> <p>Find an example of a problem/solution in the story.</p> <p>Create a graphic organizer to organize the information.</p> | <ol style="list-style-type: none"> <li>bonsai are the japanese art of growing tree in container</li> <li>the Tradition date back over 1,000 year in asian societies</li> <li>the purposes is visual enjoyment and skillfull ingenuity!</li> <li>all most any tree or shrub can bee select for bonsai</li> <li>poppular species includes white pine Juniper azalea Elm and cypress</li> </ol> | <p>My Example Playlist:</p> <ul style="list-style-type: none"> <li>-Topic: overwhelmed/out of control</li> <li>-Artist: Guns-N-Roses</li> <li>-Song: Welcome To The Jungle</li> </ul> <p>My Example Paragraph:</p> <p>Guns-N-Roses's song <i>Welcome to the Jungle</i> makes me feel out of control. The word jungle itself makes me think of being in chaos and frantically trying to fight my way through branches and thick shrubbery. The lyrics say, "It gets worse here everyday." This creates a sense of urgency to get out. Everything about this song makes me feel like I have no control over the situation I am in.</p> | <p>What is this idiom?</p>                         |
| <b>Check for Understanding:</b>     | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.   | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.   | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.   | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc. |

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 30th (Math)

|                                     |   |  |
|-------------------------------------|---|--|
|                                     | This week's math concept and skills review and practice: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.   | <b>Extra Challenge</b>   |
| <b>Lesson Title:</b>                | Vertical and Adjacent Angles  | *Estimate the measurement of each angle in the problems you chose. |
| <b>Objective:</b>                   | Students will be able to identify vertical and adjacent angles.   |  |
| <b>Materials:</b>                   | Paper and Pencil (calculator optional)  |  |
| <b>Standard:</b>                    | 7.G.B5  |  |
| <b>Activities and Instructions:</b> | Review the definitions and examples of adjacent and vertical angles: <div style="margin-top: 10px;"> <p><b>Adjacent Angles</b></p> <p><b>Words</b> Two angles are <b>adjacent angles</b> when they share a common side and have the same vertex.</p> <p><b>Examples</b>  <math>\angle 1</math> and <math>\angle 2</math> are adjacent.<br/> <math>\angle 2</math> and <math>\angle 4</math> are not adjacent.</p> <p><b>Vertical Angles</b></p> <p><b>Words</b> Two angles are <b>vertical angles</b> when they are opposite angles formed by the intersection of two lines. Vertical angles are <b>congruent angles</b>, meaning they have the same measure.</p> <p><b>Examples</b>  <math>\angle 1</math> and <math>\angle 3</math> are vertical angles.<br/> <math>\angle 2</math> and <math>\angle 4</math> are vertical angles.</p> </div> |  |
| <b>Independent Practice:</b>        | Choose six problems (4 for Resource Students). Identify if the angles are vertical, adjacent, complementary, or supplementary. <div style="margin-top: 10px;">  </div>  |  |
| <b>Check for Understanding:</b>     | Answers: 1) Complementary, 2) Vertical, 3) Adjacent, 4) Supplementary, 5) Adjacent, 6) Supplementary, 7) Vertical, 8) Complementary   |  |

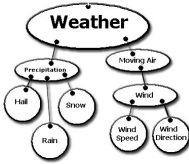
**Every Day:** Don't forget to read for at least 20 minutes.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- April 30th (Social Studies/Science)


The columns below offer choices for student activities.

| Science   | Social Studies  | Extra Challenge   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>What happens to the hot air?</p> <p><b>Standard:</b> DCI PS3.A</p> <p><b>Option 1</b></p> <p>Create a chart to record your understanding of each of these vocabulary terms, or add to the chart you started on 4/23/20:</p> <p>Density<br/>Convection<br/>Open and Closed Systems</p> <table border="1" data-bbox="175 779 448 915"> <thead> <tr> <th>Word</th> <th>Definition</th> <th>Example</th> <th>Picture</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Include a definition (using what resources you have), an example, and a picture.</p> | Word  | Definition  | Example                                       | Picture   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | <p>Work Like a Historian</p> <p><b>Standard:</b>H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1</p> <p><b>Option 1</b></p> <p>Primary sources play an important part in History. You are to continue your journey creating primary sources. You might respond to the prompts in any of these ways: a journal, essays, comic strips, podcasts, videos ,art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Remember the importance of primary sources to our future. Don't forget to create a place to store your sources. It could be your time capsule, a folder for papers, a notebook, a folder on your phone or computer of your videos, a sketchbook for the art or whatever you want just keep them all together.</p> <p><b>Today's prompt:</b> What movies or shows have you been watching for laughs? Be sure to refer to them in your source, and if you know it the year the movie was released.l</p> <p>Create a source to answer the above prompt.</p> | <p>Social Studies: Music in History</p> <p><b>Standard:</b>H.3.6-8MC</p> <p>Music plays an important role in society. It often tells the story of events that impact people's lives. Your task will be to Investigate the following song lyrics. Copy down a stanza or the refrain that speaks to you. Mark the text as you interpret the lyrics. See if you can identify the event(s) being referenced? If able, listen to the song and the rest of the lyrics. Summarize your findings in any way you choose. (Written, art or media)</p> <p>Song: <i>Ohio</i><br/><i>Tin soldiers and Nixon coming, We're finally on our own. This summer I hear the drumming, Four dead in Ohio.</i></p> |
| Word  | Definition  | Example   | Picture                                       |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <p><b>Option 2</b></p> <p>Create a mind map to record your understanding of each of these vocabulary terms, or add to the mind map you started on 4/23/20:</p> <p>Vocabulary terms<br/>Density<br/>Convection<br/>Open and Closed Systems</p>  <p>Include a definition (using what resources you have), an example, and a picture.</p>   | <p><b>Option 2</b></p> <p>You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books(picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch,view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences.</p> <p><b>Your Social Studies Log</b></p> <table border="1" data-bbox="638 1577 1183 1803"> <thead> <tr> <th data-bbox="638 1577 740 1654"><b>Activity Completed:</b><br/>Log activities as you complete them. You will share with family &amp; teachers.</th> <th data-bbox="740 1577 797 1654"><b>Minutes:</b><br/>Spend 15 minutes each day.</th> <th data-bbox="797 1577 1183 1654"><b>Reflection</b> - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> | <b>Activity Completed:</b><br>Log activities as you complete them. You will share with family & teachers.   | <b>Minutes:</b><br>Spend 15 minutes each day. | <b>Reflection</b> - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry? |  |  |  |  |  |  |  |  |  | <p><i>Gotta get down to it<br/>Soldiers are cutting us down<br/>Should have been done long ago.<br/>What if you knew her<br/>And found her dead on the ground<br/>How can you run when you know?</i></p> <p><i>Gotta get down to it<br/>Soldiers are cutting us down<br/>Should have been done long ago.<br/>What if you knew her<br/>And found her dead on the ground<br/>How can you run when you know?</i></p> <p><i>Tin soldiers and Nixon coming, We're finally on our own. This summer I hear the drumming, Four dead in Ohio.</i></p> <p>Source: AZLyrics<br/>Song and lyrics by Neil Young</p> |  |  |  |  |  |  |  |  |
| <b>Activity Completed:</b><br>Log activities as you complete them. You will share with family & teachers.   | <b>Minutes:</b><br>Spend 15 minutes each day.   | <b>Reflection</b> - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry? |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <p>Check for Understanding: Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom</p>  |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Every Day:** Read something from the news or MyOn. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- May 1st (ELA)

|                                     | Reading<br>CCSS.ELA-Literacy.RL.7.1  | Grammar<br>CCSS.ELA-Literacy.L.7.2  | Writing<br>CCSS.ELA-Writing.W.7.2   | Extra Challenge<br>CCSS.ELA-Language.L.7.5a   |
|-------------------------------------|--|---|---|---|
| <b>Activity Title:</b>              | Interpreting Fiction   | Editing Sentences   | Explanatory Paragraphs  | Idiom Pictionary  |
| <b>Materials:</b>                   | Pencil, paper, book, or tv show/movie  | Pencil, paper   | Paper, pencil   | Paper, Pencil   |
| <b>Activities and Instructions:</b> | <p>Read a fiction text (chapter book, picture book, or an online story) or watch a tv show/movie that is fiction.</p> <p>Find an example of cause/effect in the story.</p>               | <p>Read each sentence. Decide what edits need to be made to each sentence and rewrite the sentence with the edits.</p>  | <p>Using the playlist you created from last round, write an explanatory paragraph using a topic sentence, at least 3 body sentences using text evidence, and a concluding statement.</p>  | <p>Determine what idiom is represented by the picture. Explain what it means.</p>                               |
| <b>Independent Practice:</b>        | <p>Read a fiction text or watch a tv show/movie that is fiction.</p> <p>Find an example of cause/effect in the story.</p> <p>Create a graphic organizer to organize the information.</p> | <ol style="list-style-type: none"> <li>John Philip Sousa's is America's famous composer of military and patriotic marches.</li> <li>Sousa's popular compositions earned him the nickname "The March King".</li> <li>In fans' opinion, "The Stars and Stripes Forever" is perhaps Sousa's best work.</li> <li>With his parents' help, Sousa enlisted in the United States Marine Band at age 13.</li> <li>He became leader of "The President's Own" band, playing for 5 Presidents.</li> </ol> | <p>My Sample Playlist:</p> <ul style="list-style-type: none"> <li>-Topic: get pumped up</li> <li>-Artist: Survivor</li> <li>-Song: Eye of the Tiger</li> </ul> <p>My Sample Paragraph:</p> <p><i>Eye of the Tiger</i> by Survivor gets the blood pumping. Although this song was produced in 1982, you can still hear it played on radios today. Perhaps the reason it gets me pumped up is because it's a song that you hear in the movie <i>Rocky</i>. The most important line in the lyrics is: <i>Risin' up to the challenge of our rival</i>. This line pumps up individuals and teams when they are preparing to compete against an opponent.</p> | <p>What idiom is this?</p>  |
| <b>Check for</b>                    | Share your creation with   | Share your creation with your   | Share your creation with  | Share your creation with  |

|                       |   |  |   |   |
|-----------------------|---|--|---|---|
| <b>Understanding:</b> | your family or a friend. If possible, you can email your teacher your final product or share your Google doc. | family or a friend. If possible, you can email your teacher your final product or share your Google doc. | your family or a friend. If possible, you can email your teacher your final product or share your Google doc. | your family or a friend. If possible, you can email your teacher your final product or share your Google doc. |
|-----------------------|---|--|---|---|

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- May 1st (Math)

|   | <b>Math Game Day</b>   | <b>Extra Challenge</b>   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
|---|--|--|---|---|---|---|---|---|---|--|--|--|--|--|--|--|---|--|---|--|---|--|--|--|--|--|---|---|---|---|--|--|--|---|---|--|--|---|--|---|--|--|--|---|--|---|---|--|--|---|---|--|--|--|--|---|--|---|--|---|---|---|---|---|--|---|---|--|---|--|--|--|--|--|--|--|--|--|---|--|--|---|---|
| <b>Activity Title:</b>  | Math Scavenger Hunt  | <p>Make a list of additional math finds around the house not on the given list.</p> <p>Replace letters with digits and have the answer be true. A, B, C, D, and E are all different digits.</p> <p>ABDC x E = DCBA</p> <p>You have three bags, each containing two marbles. Bag A contains two white marbles, Bag B contains two black marbles, and Bag C contains one white marble and one black marble. You pick a random bag and take out one marble. It is a white marble. What is the probability that the remaining marble from the same bag is also white?</p> <p style="text-align: center;">Solve the Sudoku.</p> <table border="1" style="margin: auto; border-collapse: collapse; text-align: center;"> <tr><td></td><td></td><td></td><td>6</td><td>9</td><td></td><td>7</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>4</td><td></td><td>3</td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td><td></td><td></td><td>9</td><td>2</td><td>6</td></tr> <tr><td>5</td><td></td><td></td><td></td><td>2</td><td>3</td><td></td><td></td><td>8</td></tr> <tr><td></td><td>6</td><td></td><td></td><td></td><td>9</td><td></td><td>5</td><td>2</td></tr> <tr><td></td><td></td><td>8</td><td>1</td><td></td><td></td><td></td><td></td><td>3</td></tr> <tr><td></td><td>4</td><td></td><td>8</td><td>5</td><td>7</td><td>3</td><td>6</td><td></td></tr> <tr><td>8</td><td>6</td><td></td><td>3</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td>4</td><td></td><td></td><td>8</td><td>1</td></tr> </table> |   |   |   | 6 | 9 |   | 7 |  |  |  |  |  |  |  | 4 |  | 3 |  | 7 |  |  |  |  |  | 9 | 2 | 6 | 5 |  |  |  | 2 | 3 |  |  | 8 |  | 6 |  |  |  | 9 |  | 5 | 2 |  |  | 8 | 1 |  |  |  |  | 3 |  | 4 |  | 8 | 5 | 7 | 3 | 6 |  | 8 | 6 |  | 3 |  |  |  |  |  |  |  |  |  | 4 |  |  | 8 | 1 |
|   |  |  |   | 6 | 9 |   | 7 |   |   |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
|   |  |  |   |   |   | 4 |   | 3 |   |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
| 7   |  |  |   |   |   |   | 9 | 2 | 6 |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
| 5   |  |  |   |   | 2 | 3 |   |   | 8 |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
|   | 6  |  |   |   | 9 |   | 5 | 2 |   |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
|   |  | 8  | 1   |   |   |   |   | 3 |   |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
|   | 4  |  | 8   | 5 | 7 | 3 | 6 |   |   |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
| 8   | 6  |  | 3   |   |   |   |   |   |   |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
|   |  |  |   | 4 |   |   | 8 | 1 |   |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
| <b>Objective:</b>   | Students will be able to have a little fun and enjoy math through a scavenger hunt.  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
| <b>Materials:</b>   | Paper, Pencil, and Items Around the House  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
| <b>Activities and Instructions:</b>   | <p>Where in the world do we use math? Everywhere! See how many of these you can find at home in newspapers, magazines, items around the house, items outside your house, etc... (do not use the internet/online)! You may email your math teacher pictures, completed checklist, and/or art work made from collecting items. We would love to see what you find!</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding-right: 10px;"> <ul style="list-style-type: none"> <li>A money amount less than 50 cents</li> <li>A real-world example of vertex</li> <li>A prime number more than 11</li> <li>A number written in word form</li> <li>99% fat free food item</li> <li>A real-world example of arc</li> <li>A decimal less than 1</li> <li>A negative number</li> <li>A temperature</li> <li>Any board game that uses math</li> <li>A real-world example of parallel lines</li> <li>Digital Scale (kg or lb)</li> <li>A bar graph</li> <li>A real-world example of obtuse angle</li> <li>Calculator bigger than your hand</li> <li>500 piece jigsaw puzzle</li> <li>The funnest math joke you can find</li> <li>\$1 million in Monopoly money</li> <li>A real-world example of trapezoid</li> <li>A date that is either 2 days earlier or 2 days later than today</li> <li>A packet of 1-minute oats that takes 2 minutes to cook</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>A line graph</li> <li>A number with at least 3 digits</li> <li>A real-world example of right angle</li> <li>A circle graph</li> <li>A unit of measure</li> <li>A number greater than 1 million</li> <li>Spherical object 3 inches in diameter</li> <li>A recipe</li> <li>Kids wooden blocks with numbers</li> <li>A cm/inch ruler</li> <li>A fraction</li> <li>A mixed number</li> <li>A car ad with price</li> <li>24 fl oz cup</li> <li>Scrabble letter worth 10 points</li> <li>A Rubik's cube</li> <li>Nature's golden spiral</li> <li>A real-world example of cone</li> </ul> </td> </tr> </table> | <ul style="list-style-type: none"> <li>A money amount less than 50 cents</li> <li>A real-world example of vertex</li> <li>A prime number more than 11</li> <li>A number written in word form</li> <li>99% fat free food item</li> <li>A real-world example of arc</li> <li>A decimal less than 1</li> <li>A negative number</li> <li>A temperature</li> <li>Any board game that uses math</li> <li>A real-world example of parallel lines</li> <li>Digital Scale (kg or lb)</li> <li>A bar graph</li> <li>A real-world example of obtuse angle</li> <li>Calculator bigger than your hand</li> <li>500 piece jigsaw puzzle</li> <li>The funnest math joke you can find</li> <li>\$1 million in Monopoly money</li> <li>A real-world example of trapezoid</li> <li>A date that is either 2 days earlier or 2 days later than today</li> <li>A packet of 1-minute oats that takes 2 minutes to cook</li> </ul>  | <ul style="list-style-type: none"> <li>A line graph</li> <li>A number with at least 3 digits</li> <li>A real-world example of right angle</li> <li>A circle graph</li> <li>A unit of measure</li> <li>A number greater than 1 million</li> <li>Spherical object 3 inches in diameter</li> <li>A recipe</li> <li>Kids wooden blocks with numbers</li> <li>A cm/inch ruler</li> <li>A fraction</li> <li>A mixed number</li> <li>A car ad with price</li> <li>24 fl oz cup</li> <li>Scrabble letter worth 10 points</li> <li>A Rubik's cube</li> <li>Nature's golden spiral</li> <li>A real-world example of cone</li> </ul> |   |   |   |   |   |   |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
| <ul style="list-style-type: none"> <li>A money amount less than 50 cents</li> <li>A real-world example of vertex</li> <li>A prime number more than 11</li> <li>A number written in word form</li> <li>99% fat free food item</li> <li>A real-world example of arc</li> <li>A decimal less than 1</li> <li>A negative number</li> <li>A temperature</li> <li>Any board game that uses math</li> <li>A real-world example of parallel lines</li> <li>Digital Scale (kg or lb)</li> <li>A bar graph</li> <li>A real-world example of obtuse angle</li> <li>Calculator bigger than your hand</li> <li>500 piece jigsaw puzzle</li> <li>The funnest math joke you can find</li> <li>\$1 million in Monopoly money</li> <li>A real-world example of trapezoid</li> <li>A date that is either 2 days earlier or 2 days later than today</li> <li>A packet of 1-minute oats that takes 2 minutes to cook</li> </ul> | <ul style="list-style-type: none"> <li>A line graph</li> <li>A number with at least 3 digits</li> <li>A real-world example of right angle</li> <li>A circle graph</li> <li>A unit of measure</li> <li>A number greater than 1 million</li> <li>Spherical object 3 inches in diameter</li> <li>A recipe</li> <li>Kids wooden blocks with numbers</li> <li>A cm/inch ruler</li> <li>A fraction</li> <li>A mixed number</li> <li>A car ad with price</li> <li>24 fl oz cup</li> <li>Scrabble letter worth 10 points</li> <li>A Rubik's cube</li> <li>Nature's golden spiral</li> <li>A real-world example of cone</li> </ul>  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
| <b>Independent Practice:</b>  | <ul style="list-style-type: none"> <li>• Your teachers hope you enjoyed the scavenger hunt. No independent practice other than to answer the math prompt below.</li> <li>• Answer this math prompt: Explain why 0 divided by 7 equals 0, but 7 divided by 0 does not exist.</li> </ul>   |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |
| <b>Check for Understanding:</b>   | Guardian(s) can assist and sign off on the math scavenger hunt.  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |   |  |   |  |   |  |  |  |  |  |   |   |   |   |  |  |  |   |   |  |  |   |  |   |  |  |  |   |  |   |   |  |  |   |   |  |  |  |  |   |  |   |  |   |   |   |   |   |  |   |   |  |   |  |  |  |  |  |  |  |  |  |   |  |  |   |   |

**Every Day:** Don't forget to read for at least 20 minutes.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- May 1st (Social Studies/Science)

The columns below offer choices for student activities.


| Science   | Social Studies  | Extra Challenge  |  |   |  |  |  |  |  |  |  |  |  |  |
|---|---|--|--|---|--|--|--|--|--|--|--|--|--|--|
| Temperatures and Air masses.  | Work Like a Historian   | Weather Data Analysis  |  |   |  |  |  |  |  |  |  |  |  |  |
| Standard: MS-PS3-5  | Standard:H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1  | <b>Standard:</b> MS-ESS2-5   |  |   |  |  |  |  |  |  |  |  |  |  |
| <p>Option 1</p> <p><b>Earth Science: Scientific Principle</b></p> <p><i>1. Light energy (solar) from the sun is mostly transmitted through the air before reaching the ground, and the ground absorbs some of the light energy that reaches it.</i></p> <p>Consider the Scientific Principle above. What do you think happens to light energy once it is absorbed into the ground? (Hint: remember energy cannot disappear. It will convert or transfer.)</p> | <p>Option 1</p> <p>Primary sources play an important part in History. You are to continue your journey creating primary sources. You might respond to the prompts in any of these ways: a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Remember the importance of primary sources to our future. Don't forget to create a place to store your sources. It could be your time capsule, a folder for papers, a notebook, a folder on your phone or computer of your videos, a sketchbook for the art or whatever you want just keep them all together.</p> <p><b>Today's prompt:</b> What acts of kindness have heard about or participated in during the coronavirus?(at home, in our community, or in the news)</p> <p>Create a source to answer the above prompt.</p>  | <p>Review the weather data you began collecting on Monday 4/27.</p> <p>1. Was there a weather event that occurred in your city during the five days that you analyzed (for example, a storm)? If there was, describe it..</p> <p>2. Did any of the conditions change during the five days? Describe any changes you noticed.</p> <p>3. What patterns do you see?</p> |  |   |  |  |  |  |  |  |  |  |  |  |
| <p>Option 2</p> <p><b>Earth Science: Scientific Principle</b></p> <p><i>2. Molecules transfer thermal energy from one end of an object to another and to other objects by collision between molecules that transfer the kinetic energy of one molecule to another.</i></p> <p>Consider the Scientific Principles above. Provide an everyday example of the above Scientific Principle. I.e boiling an egg.</p>  | <p>Option 2</p> <p>You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books(picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch,view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences.</p> <div data-bbox="634 1522 1183 1772" style="border: 1px solid black; padding: 5px;"> <p><b>Your Social Studies Log</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"><b>Activity Completed:</b><br/><small>Log activities as you complete them. You will share with family &amp; teachers.</small></th> <th style="width: 15%;"><b>Minutes:</b><br/><small>Spend 15 minutes each day.</small></th> <th style="width: 55%;"><b>Reflection</b> - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div> | <b>Activity Completed:</b><br><small>Log activities as you complete them. You will share with family &amp; teachers.</small>   | <b>Minutes:</b><br><small>Spend 15 minutes each day.</small> | <b>Reflection</b> - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry? |  |  |  |  |  |  |  |  |  | <p>4. Why do you think it would be important to keep track of the weather conditions in a particular location?</p> |
| <b>Activity Completed:</b><br><small>Log activities as you complete them. You will share with family &amp; teachers.</small>  | <b>Minutes:</b><br><small>Spend 15 minutes each day.</small>  | <b>Reflection</b> - Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?  |  |   |  |  |  |  |  |  |  |  |  |  |
|   |   |  |  |   |  |  |  |  |  |  |  |  |  |  |
|   |   |  |  |   |  |  |  |  |  |  |  |  |  |  |
|   |   |  |  |   |  |  |  |  |  |  |  |  |  |  |
| <p>Check for Understanding: Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.</p>   |   |  |  |   |  |  |  |  |  |  |  |  |  |  |

**Every Day:** Read something from the news or MyOn. **Parent Signature:** \_\_\_\_\_



# Remote Learning Activities for Students

7th Grade -- May 4th (ELA)

|                                     | Reading<br>CCSS.ELA-Literacy.RL.7.1  | Grammar<br>CCSS.ELA-Literacy.L.7.2  | Writing<br>CCSS.ELA-Writing.W.7.2  | Extra Challenge<br>CCSS.ELA-Language.L.7.5a   |
|-------------------------------------|--|---|--|---|
| <b>Activity Title:</b>              | Interpreting Fiction   | Editing Sentences   | Explanatory Paragraphs   | Idiom Pictionary  |
| <b>Materials:</b>                   | Pencil, paper, book, or tv show/movie  | Pencil, paper   | Paper, Pencil  | Paper, pencil   |
| <b>Activities and Instructions:</b> | <p>Read a fiction text (chapter book, picture book, or an online story) or watch a tv show/movie that is fiction.</p> <p>Write a summary of the story.</p> | <p>Read each sentence. Decide what edits need to be made to each sentence and rewrite the sentence with the edits.</p>  | <p>Using the playlist you created from last round, write an explanatory paragraph using a topic sentence, at least 3 body sentences using text evidence,, and a concluding statement.</p>  | <p>Determine what idiom is represented by the picture. Explain what it means.</p>                               |
| <b>Independent Practice:</b>        | <p>Read a fiction text or watch a tv show/movie that is fiction.</p> <p>Write a summary of the story. Be sure to include the most important events.</p>    | <ol style="list-style-type: none"> <li>art Deco was a Popular style in art architecture and Design during the 1920-30</li> <li>the artistic, style was seen on Buildings Furniture fashion cars trains and even Radioes</li> <li>art Deco, represented modernism Glamour luxury and Technological progress?</li> <li>from the beginning Art Deco, used bold shapes Bright colors Fine craftsman-ship</li> <li>during the 1930's Art Deco featured material like Chrome stainless steel and Plastic</li> </ol> | <p>My Example Playlist:</p> <ul style="list-style-type: none"> <li>-Topic: favorite</li> <li>-Artist: Extreme</li> <li>-Song: More Than Words</li> </ul> <p>My Example Paragraph:</p> <p>Since I was 13, Extreme's <i>More Than Words</i> has been my all-time favorite song. At first, it was my favorite because I enjoyed the acoustic sound. But, as I listened more to it, I came to enjoy the message of the song as well. The artist asks the question, "What would you say if I took those words away?" He is referring to the words, "I love you." If you couldn't say, "I love</p> | <p>What idiom is this?</p>  |

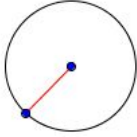
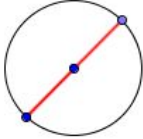
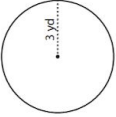
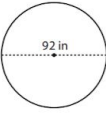
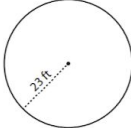
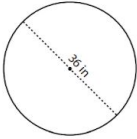

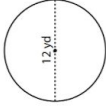
|                                 |  |  |  |  |
|---------------------------------|--|--|--|--|
|                                 |  |  | you," then you'd have to show love through your acts of kindness. I like the message of: Actions speak louder than words.              |  |
| <b>Check for Understanding:</b> | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc. | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc. | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc. | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc. |

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- May 4th (Math)

|                                     |  |  |
|-------------------------------------|--|--|
|                                     | <p>This week's math concept and skills review and practice: Know the formulas for the area and circumference of a circle and use them to solve problems.</p>   | <p><b>Extra Challenge</b></p>  |
| <b>Lesson Title:</b>                | Radius and Diameter  | <p>*For one or two of the problems you chose: What would the radius and diameter be if the circle were 2x as big? 3x as big? What if it were <math>\frac{1}{2}</math> the size? <math>\frac{1}{3}</math> the size?</p> |
| <b>Objective:</b>                   | Students will be able to identify radius and diameter as well as calculate radius given the diameter and vice versa.   |  |
| <b>Materials:</b>                   | Paper and Pencil (calculator optional)   |  |
| <b>Standard:</b>                    | 7.G.B4   |  |
| <b>Activities and Instructions:</b> | <p>Review the definitions and examples of radius and diameter::</p> <p><b>Radius (r):</b> the distance from the center of a circle to any point on it.</p> <div style="text-align: center;">  </div> <p><b>Diameter (d):</b> the longest distance from one end of a circle through the center to the other end.</p> <div style="text-align: center;">  </div> <p>*The radius is half the length of the diameter, so the diameter (d) = 2 x radius ( r ) .</p> <p>*The diameter is twice the length of the radius, so the radius ( r ) = diameter (d) ÷ 2</p>  |  |
| <b>Independent Practice:</b>        | <p>Choose four problems (3 for Resource Students). Identify the given radius or diameter, and calculate the other one.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="width: 30%; text-align: center;"> <p>1)</p>  <p>Radius = _____</p> <p>Diameter = _____</p> </div> <div style="width: 30%; text-align: center;"> <p>2)</p>  <p>Radius = _____</p> <p>Diameter = _____</p> </div> <div style="width: 30%; text-align: center;"> <p>3)</p>  <p>Radius = _____</p> <p>Diameter = _____</p> </div> <div style="width: 30%; text-align: center;"> <p>4)</p>  <p>Radius = _____</p> <p>Diameter = _____</p> </div> <div style="width: 30%; text-align: center;"> <p>5)</p>  <p>Radius = _____</p> <p>Diameter = _____</p> </div> <div style="width: 30%; text-align: center;"> <p>6)</p>  <p>Radius = _____</p> <p>Diameter = _____</p> </div> </div> |  |
| <b>Check for Understanding:</b>     | Answers: 1) r=3, d=6, 2) r=46, d=92, 3) r=23, d=46, 4) r=18, d=36, 5) r=19, d=38, 6) r=6, d=12   |  |

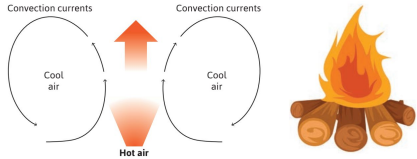
**Every Day:** Don't forget to read for at least 20 minutes.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- May 4th (Social Studies/Science)

The columns below offer choices for student activities.

| Science  | Social Studies   | Extra Challenge  |  |   |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|---|--|--|--|--|--|--|--|--|--|--|
| Convection   | Work Like a Historian  | Social Studies:Music in History  |  |   |  |  |  |  |  |  |  |  |  |  |
| Standard: MS-ESS2-5, 6   | Standard:H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1   | Standard:H.3.6-8MC   |  |   |  |  |  |  |  |  |  |  |  |  |
| <p><b>Option 1</b></p>  <p>This diagram is a model of convection taking place around a fire. Notice how the air above the fire is being heated and rising. The red arrow shows the air above the fire heating and rising, carrying more thermal energy. The cooler air near the fire is pulled in. It is then heated and rises. This is what causes the sparks to swirl above the flame. They are caught in the air that has been heated by the fire and is rising. As long as the fire continues to burn, this convection current will continue to move the air and energy. Think about roasting marshmallows? You know that if you put your marshmallow directly in the fire it will burn. Is there enough thermal energy in the air above the fire to heat your marshmallow until it turns a golden brown like the one in the image. Why?</p> | <p><b>Option 1</b></p> <p>Primary sources play an important part in History. You are to continue your journey creating primary sources. You might respond to the prompts in any of these ways: a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Remember the importance of primary sources to our future. Don't forget to create a place to store your sources. It could be your time capsule, a folder for papers, a notebook, a folder on your phone or computer of your videos, a sketchbook for the art or whatever you want just keep them all together.</p> <p><b>Today's prompt:</b> How are you getting your sports fix? Are you watching sports reruns, sims, or video games) What do you miss?</p> <p>Create a source to answer the above prompt.</p>  | <p>Music plays an important role in society. It often tells the story of events that impact people's lives. Your task will be to Investigate the following song lyrics. Copy down a stanza or the refrain that speaks to you. Mark the text as you interpret the lyrics. See if you can identify the event(s) being referenced? If you are able, listen to the song &amp; the rest of the lyrics. Summarize your findings in any way you choose. (Written, art or media)</p> <p>Where were When...</p> <p><i>Stanza 1: Where were you when the world stopped turnin' That September day? Were you in the yard with your wife and children Or workin' on some stage in L.A.? Did you stand there in shock at the sight of that black smoke Risin' against that blue sky? Did you shout out in anger, in fear for your neighbor Or did you just sit down and cry? Did you weep for the children, they lost their dear loved ones Pray for the ones who don't know? Did you rejoice for the people who walked from the rubble And sob for the ones left below? Did you burst out with pride for the red, white, and blue And the heroes who died just doin' what they do? Did you look up to heaven for some kind of answer And look at yourself and what really matters?</i></p> <p>Source: LyricFind<br/>Songwriters: Alan Jackson<br/>Where Were You (When the World Stopped Turning) lyrics © Sony/ATV Music Publishing LLC</p> |  |   |  |  |  |  |  |  |  |  |  |  |
| <p><b>Option 2</b></p> <p><i>3. The air at the Earth's surface is primarily heated by the transfer of thermal energy from the ground below it.</i></p> <p>Consider the Scientific Principle above. Provide an everyday example of the above Scientific Principle.</p>  | <p><b>Option 2</b></p> <p>You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch, view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences.</p> <p><b>Your Social Studies Log</b></p> <table border="1" data-bbox="633 1606 1112 1795"> <thead> <tr> <th data-bbox="633 1606 771 1669">Activity Completed:<br/>List activities as you complete them. You will share with family &amp; teachers.</th> <th data-bbox="771 1606 933 1669">Minutes:<br/>Spend 15 minutes each day.</th> <th data-bbox="933 1606 1112 1669">Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into: History, Geography, Economics, Civics, or Inquiry?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> | Activity Completed:<br>List activities as you complete them. You will share with family & teachers.  | Minutes:<br>Spend 15 minutes each day. | Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into: History, Geography, Economics, Civics, or Inquiry? |  |  |  |  |  |  |  |  |  |  |
| Activity Completed:<br>List activities as you complete them. You will share with family & teachers.  | Minutes:<br>Spend 15 minutes each day.   | Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into: History, Geography, Economics, Civics, or Inquiry?  |  |   |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |
| <p>Check for Understanding: Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.</p>  |  |  |  |   |  |  |  |  |  |  |  |  |  |  |

**Every Day:** Read something from the news or MyOn. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- May 5th (ELA)

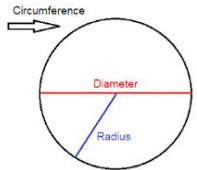
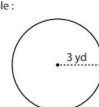
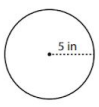
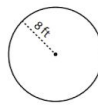

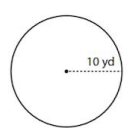
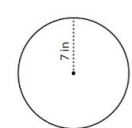

|                                     | <b>Reading</b><br>CCSS.ELA-Literacy.RL.7.1   | <b>Grammar</b><br>CCSS.ELA-Literacy.L.7.2   | <b>Writing</b><br>CCSS.ELA-Writing.W.7.2   | <b>Extra Challenge</b><br>CCSS.ELA-Language.L.7.5a  |
|-------------------------------------|--|---|--|---|
| <b>Activity Title:</b>              | Interpreting Fiction   | Editing Sentences   | Explanatory Paragraphs   | Idiom Pictionary  |
| <b>Materials:</b>                   | Pencil, paper, book, or tv show/movie  | Pencil, paper   | Paper, pencil  | Paper, pencil   |
| <b>Activities and Instructions:</b> | <p>Read a fiction text (chapter book, picture book, or an online story) or watch a tv show/movie that is fiction.</p> <p>Create an illustration</p>                            | <p>Read each sentence. Decide what edits need to be made to each sentence and rewrite the sentence with the edits.</p>  | <p>Using the playlist you created from last round, write an explanatory paragraph using a topic sentence, at least 3 body sentences using text evidence, and a concluding statement.</p> | <p>Come up with your own idiom.</p>   |
| <b>Independent Practice:</b>        | <p>Read a fiction text or watch a tv show/movie that is fiction.</p> <p>Pick your favorite scene from the book/show and create an illustration that represents that scene.</p> | <ol style="list-style-type: none"> <li>1. fragile cello spiders lives on every continent accept antarctica stated ken</li> <li>2. jill continued there bodys rezemble a pea-nut with leg lengths up to 5 c.m.</li> <li>3. they create messy irregular webs chimed gia to make insect excap more difficult</li> <li>4. Ken stated if threatened they bounced on the Web to make their appeerance blurry for predators</li> <li>5. they attack other Spider by pretending to be struggling prey on There webs noted jill</li> </ol> | <p>Explain the theme/message of one of the songs from your playlist.</p>   | <p>Draw a picture to represent your idiom.</p>  |
| <b>Check for Understanding:</b>     | <p>Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your</p>  | <p>Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.</p>   | <p>Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your</p>  | <p>Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your</p> |

|  |             |  |             |             |
|--|-------------|--|-------------|-------------|
|  | Google doc. |  | Google doc. | Google doc. |
|--|-------------|--|-------------|-------------|

**Every Day:** Read for 20 minutes. Write 10. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- May 5th (Math)

|                                     |  |   |
|-------------------------------------|--|---|
|                                     | This week's math concept and skills review and practice: Know the formulas for the area and circumference of a circle and use them to solve problems.  | <b>Extra Challenge</b>  |
| <b>Lesson Title:</b>                | Circumference of a Circle  | *For one or two of the problems you chose: What would the circumference be if the circle were 2x as big? 3x as big? What if it were 1/2 the size? 1/3 the size? |
| <b>Objective:</b>                   | Students will be able to define and calculate circumference of a circle.   |   |
| <b>Materials:</b>                   | Paper and Pencil (calculator optional)   |   |
| <b>Standard:</b>                    | 7.G.B4   |   |
| <b>Activities and Instructions:</b> | Review the definition and formula for circumference. Remember, $\pi = 3.14$ .<br><br><div style="text-align: center;"> <p>The distance around a rectangle or a square is as you might remember called the perimeter. The distance around a circle on the other hand is called the circumference (c).</p>  <p>A line that is drawn straight through the midpoint of a circle and that has its end points on the circle border is called the diameter (d)</p> <p>Half of the diameter, or the distance from the midpoint to the circle border, is called the radius of the circle (r).</p> <p>The circumference of a circle is found using this formula:</p> <math display="block">C = \pi \cdot d</math> <p style="text-align: center;">or</p> <math display="block">C = 2\pi \cdot r</math> </div>  |   |
| <b>Independent Practice:</b>        | Your turn! Choose 4 of the circles (3 for Resource Students) and find the circumference.<br><br><div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%; padding: 5px;"> <p>Example:</p>  <p>Circumference of a circle = <math>2\pi r</math></p> <p>Radius (r) = 3yd<br/>Circumference = <math>2\pi r</math><br/>= <math>2 \times \pi \times 3</math><br/>Circumference = <math>6\pi</math> yd</p> </div> <div style="width: 33%; padding: 5px;"> <p>1) </p> <p>Circumference = <input style="width: 80px;" type="text"/></p> </div> <div style="width: 33%; padding: 5px;"> <p>2) </p> <p>Circumference = <input style="width: 80px;" type="text"/></p> </div> <div style="width: 33%; padding: 5px;"> <p>3) </p> <p>Circumference = <input style="width: 80px;" type="text"/></p> </div> <div style="width: 33%; padding: 5px;"> <p>4) </p> <p>Circumference = <input style="width: 80px;" type="text"/></p> </div> <div style="width: 33%; padding: 5px;"> <p>5) </p> <p>Circumference = <input style="width: 80px;" type="text"/></p> </div> <div style="width: 33%; padding: 5px;"> <p>6) </p> <p>Circumference = <input style="width: 80px;" type="text"/></p> </div> </div> |   |
| <b>Check for Understanding:</b>     | Answers: 1) $2\pi$ in, 2) $16\pi$ ft, 3) $30\pi$ yd, 4) $20\pi$ yd, 5) $14\pi$ in, 6) $4\pi$ ft  |   |

**Every Day:** Don't forget to read for at least 20 minutes.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- May 5th (Social Studies/Science)

The columns below offer choices for student activities.

| Science  | Social Studies   | Extra Challenge   |  |  |   |   |   |  |  |  |  |  |  |  |  |  |  |
|--|--|---|--|--|---|---|---|--|--|--|--|--|--|--|--|--|--|
| Weather  | Work Like a Historian  | Barometer   |  |  |   |   |   |  |  |  |  |  |  |  |  |  |  |
| Standard: MS- ESS2- 5  | Standard:H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1   | Standard:MS- ESS2- 5  |  |  |   |   |   |  |  |  |  |  |  |  |  |  |  |
| <p>Option 1</p> <p><b>Weather conditions</b> refer to the atmospheric conditions that compose the state of the atmosphere: temperature, wind, clouds, and precipitation. •</p> <p><b>Weather events</b> are combinations and interactions of <i>weather conditions</i> that occur at a specific place and time. They are specific combinations of temperature, wind, precipitation, and clouds occurring at a specific time. I.e thunder storm.</p> <p>Give three examples of <b>weather events</b>.</p> | <p>Option 1</p> <p>Primary sources play an important part in History. You are to continue your journey creating primary sources. You might respond to the prompts in any of these ways: a journal, essays, comic strips, podcasts, videos, art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Remember the importance of primary sources to our future. Don't forget to create a place to store your sources. It could be your time capsule, a folder for papers, a notebook, a folder on your phone or computer of your videos, a sketchbook for the art or whatever you want just keep them all together.</p> <p><b>Today's prompt:</b> What do you have to say about remote learning? ]You will not hurt our feelings :) ]</p> <p>Create a source to answer the above prompt.</p>  | <p>If you can, go online and research how to construct a barometer at home.</p>   |  |  |   |   |   |  |  |  |  |  |  |  |  |  |  |
| <p>Option 2</p> <p>A Barometer measures air pressure.</p> <p>Look at the weather reports in Freeport, IL for 5/5 and 5/6,.</p> <p>Record the air pressure for both days.</p> <p>Record the weather condition and/weather events for both days.</p>   | <p>Option 2</p> <p>You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books(picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch,view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences.</p> <table border="1" data-bbox="634 1486 1183 1738"> <thead> <tr> <th data-bbox="634 1486 740 1514">Your Social Studies Log</th> <th data-bbox="740 1486 797 1514"></th> <th data-bbox="797 1486 1183 1514"></th> </tr> </thead> <tbody> <tr> <td data-bbox="634 1514 740 1587"> <b>Activity Completed:</b><br/>                     Log activities as you complete them. You will share with family &amp; teachers.                 </td> <td data-bbox="740 1514 797 1587"> <b>Minutes:</b><br/>                     Spend 15 minutes each day.                 </td> <td data-bbox="797 1514 1183 1587"> <b>Reflection -</b> Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?                 </td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Your Social Studies Log   |  |  | <b>Activity Completed:</b><br>Log activities as you complete them. You will share with family & teachers. | <b>Minutes:</b><br>Spend 15 minutes each day. | <b>Reflection -</b> Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry? |  |  |  |  |  |  |  |  |  |  |
| Your Social Studies Log  |  |   |  |  |   |   |   |  |  |  |  |  |  |  |  |  |  |
| <b>Activity Completed:</b><br>Log activities as you complete them. You will share with family & teachers.  | <b>Minutes:</b><br>Spend 15 minutes each day.  | <b>Reflection -</b> Write a couple of sentences about the activity. Answer at least one of the following questions. What was the topic? What did you learn? Why did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry? |  |  |   |   |   |  |  |  |  |  |  |  |  |  |  |
|  |  |   |  |  |   |   |   |  |  |  |  |  |  |  |  |  |  |
|  |  |   |  |  |   |   |   |  |  |  |  |  |  |  |  |  |  |
|  |  |   |  |  |   |   |   |  |  |  |  |  |  |  |  |  |  |
| <p>Check for Understanding: Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.</p>  |  |   |  |  |   |   |   |  |  |  |  |  |  |  |  |  |  |

**Every Day:** Read something from the news or MyOn. **Parent Signature:** \_\_\_\_\_



# Remote Learning Activities for Students

7th Grade -- May 6th (ELA)

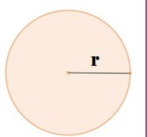

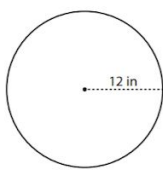

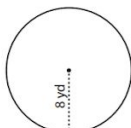
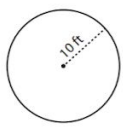
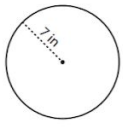
|                                     | <b>Reading</b><br>CCSS.ELA-Literacy.RL.7.1  | <b>Grammar</b><br>CCSS.ELA-Literacy.L.7.2  | <b>Writing</b><br>CCSS.ELA-Writing.W.7.2  | <b>Extra Challenge</b><br>CCSS.ELA-Language.L.7.5a   |
|-------------------------------------|---|--|---|--|
| <b>Activity Title:</b>              | Interpreting Fiction  | Editing Sentences  | Explanatory Paragraphs  | Idiom Pictionary   |
| <b>Materials:</b>                   | Pencil, paper, book, or tv show/movie   | Pencil, paper  | Paper, pencil   | Paper, pencil  |
| <b>Activities and Instructions:</b> | Read a fiction text (chapter book, picture book, or an online story) or watch a tv show/movie that is fiction.<br><br>Write a letter to the author.   | Read each sentence. Decide what edits need to be made to each sentence and rewrite the sentence with the edits.  | Using the playlist you created from last round, write an explanatory paragraph using a topic sentence, at least 3 body sentences using text evidence, and a concluding statement. | Come up with your own idiom.   |
| <b>Independent Practice:</b>        | Read a fiction text or watch a tv show/movie that is fiction.<br><br>Write a personal letter to the author asking questions you may have, sharing feelings you had while reading/watching the story, suggesting changes in the characters you would like to see, and sharing your opinion of the story. | <ol style="list-style-type: none"> <li>1. the word "moustache" is french and it is derive from italian moustacio?</li> <li>2. it can be spelt as "mustache" or it can appear as "Moustache"!</li> <li>3. the oldest mustasch portrait is a Horseman from 300 b.c. but the style is likely old</li> <li>4. historically Mustaches was a sign of Power and they commanded respect</li> <li>5. in the 1800's british army officers grew them to empress Soldeirs and the trend spred back home</li> </ol> | Thinking of the different emotions songs can evoke, explain the role music plays in your life. How often do you listen to music? How does music affect your mood?                 | Draw a picture to represent your idiom.  |
| <b>Check for Understanding:</b>     | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.  | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.   | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc.  | Share your creation with your family or a friend. If possible, you can email your teacher your final product or share your Google doc. |

**Every Day:** Read for 20 minutes. Write 10.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- May 6th (Math)

|                                     |  |  |
|-------------------------------------|--|--|
|                                     | This week's math concept and skills review and practice: Know the formulas for the area and circumference of a circle and use them to solve problems.  | <b>Extra Challenge</b>   |
| <b>Lesson Title:</b>                | Area of a Circle   | *For one or two of the problems you chose: What would the area be if the circle were 2x as big? 3x as big? What if it were $\frac{1}{2}$ the size? $\frac{1}{3}$ the size? |
| <b>Objective:</b>                   | Students will be able to calculate the area of a circle.   |  |
| <b>Materials:</b>                   | Paper and Pencil (calculator optional)   |  |
| <b>Standard:</b>                    | 7.G.B4   |  |
| <b>Activities and Instructions:</b> | Review and formula for area (space inside) of a circle. Remember, $\pi = 3.14$ . <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">                     For a circle with radius <math>r</math>,<br/> <math display="block">\text{Area} = \pi r^2</math>  </div> <p>How do we use the formula to find the area?</p> <p><b>Step 1:</b> Identify the radius (<math>r</math>). The radius is the distance from the center of the circle to a point on the circle (the distance halfway across the circle).</p> <p><b>Step 2:</b> Plug <math>r</math> into the formula.</p> <p><b>Step 3:</b> Simplify. Make sure to follow the order of operations (PEMDAS). Exponents come before multiplication in the order of operations so you need to square the radius first, then multiply by pi.</p>  |  |
| <b>Independent Practice:</b>        | <p><b>Your turn! Choose 4 of the circles (3 for Resource Students) and find the area</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>1)</p>  <p>Area = <input style="width: 60px;" type="text"/></p> </div> <div style="text-align: center;"> <p>2)</p>  <p>Area = <input style="width: 60px;" type="text"/></p> </div> <div style="text-align: center;"> <p>3)</p>  <p>Area = <input style="width: 60px;" type="text"/></p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>4)</p>  <p>Area = <input style="width: 60px;" type="text"/></p> </div> <div style="text-align: center;"> <p>5)</p>  <p>Area = <input style="width: 60px;" type="text"/></p> </div> <div style="text-align: center;"> <p>6)</p>  <p>Area = <input style="width: 60px;" type="text"/></p> </div> </div> |  |
| <b>Check for Understanding:</b>     | Answers: 1) $169\pi \text{ ft}^2$ , 2) $144\pi \text{ in}^2$ , 3) $25\pi \text{ yd}^2$ , 4) $64\pi \text{ yd}^2$ , 5) $100\pi \text{ ft}^2$ , 6) $49\pi \text{ in}^2$  |  |

**Every Day:** Don't forget to read for at least 20 minutes.

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- May 6th (Social Studies/Science)

The columns below offer choices for student activities.


| Science  | Social Studies   | Extra Challenge  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
|--|--|--|--------------------------------------|--|---|--|---|--|----|--|----|--|----|--|----|--|----|--|----|--|
| Weather  | Work Like a Historian  | Weather  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
| Standard: <b>MS- ESS2- 5</b>   | Standard:H.1-6-8LC; H.2.6-8MdC; CSS:RH 6-8.1   | Standard: <b>MS- ESS2- 5</b>   |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
| <p>Option 1</p> <p>6. Low-density air columns have low pressure and high density air columns have high pressure. Air masses move when high-pressure air pushes into the space of low-pressure air.</p> <p>7. When warmer less dense air is lifted by cooler more dense air, the less dense air is said to be unstable as it transfers energy to the surrounding air.</p> <p>8. A front is the boundary between two large air masses. When two air masses of different temperatures blend so that their temperature and water vapor content are the same, we say it has reached equilibrium. If it happens quickly, the atmosphere is said to be stable and if it happens slowly, the atmosphere is said to be unstable.</p> <p>Consider the Scientific Principles above. What weather condition might occur as a result?<br/>What weather event might occur as a result of the conditions above?</p> | <p>Option 1: Primary sources play an important part in History. You are to continue your journey creating primary sources. You might respond to the prompts in any of these ways: a journal, essays, comic strips, podcasts, videos ,art, scrapbook (pictures with words/phrases you draw or headlines from articles or newspapers), or letters. Remember the importance of primary sources to our future. Don't forget to create a place to store your sources. It could be your time capsule, a folder for papers, a notebook, a folder on your phone or computer of your videos, a sketchbook for the art or whatever you want just keep them all together.</p> <p><b>Today's prompt:</b> Should students be graded during remote learning?</p> <p>Create a source to answer the above prompt.</p>  | <table border="1" data-bbox="1218 445 1507 743"> <thead> <tr> <th colspan="2">Earth Science: SCIENTIFIC PRINCIPLES</th> </tr> </thead> <tbody> <tr><td>1.</td><td></td></tr> <tr><td>2.</td><td></td></tr> <tr><td>3.</td><td></td></tr> <tr><td>4.</td><td></td></tr> <tr><td>5.</td><td></td></tr> <tr><td>6.</td><td></td></tr> <tr><td>7.</td><td></td></tr> <tr><td>8.</td><td></td></tr> </tbody> </table> <p>If you have not already done so, create a chart similar to the one above to review and record Scientific Principles 6, 7 &amp; 8 from today's option1.</p> | Earth Science: SCIENTIFIC PRINCIPLES |  | 1.  |  | 2.  |  | 3. |  | 4. |  | 5. |  | 6. |  | 7. |  | 8. |  |
| Earth Science: SCIENTIFIC PRINCIPLES   |  |  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
| 1.   |  |  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
| 2.   |  |  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
| 3.   |  |  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
| 4.   |  |  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
| 5.   |  |  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
| 6.   |  |  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
| 7.   |  |  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
| 8.   |  |  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
| <p>Option 2</p> <p>Refer to Option 2 on 5/5.</p> <p>Was there a change in weather when the air pressure changed? Describe what happened.</p>   | <p>Option 2</p> <p>You are the Historian and you are on the lookout for historical items (print, art, communications, or media) that peak your interest. Suggestions for finding items to review: family photos, books (picture, fiction/nonfiction), newspapers, tv, documentaries, or movies. You will then spend 15 minutes with that item (read, watch,view, ask questions of others). You will create an activity log like the one below and fill in the chart. Respond to the reflection questions in full sentences.</p> <table border="1" data-bbox="641 1564 1071 1759"> <thead> <tr> <th colspan="3">Your Social Studies Log</th> </tr> <tr> <th>Activity Completed:<br/><small>Log activities as you complete them. You will share with family &amp; teachers.</small></th> <th>Minutes:<br/><small>Spent on minutes each day</small></th> <th>Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? What did you learn? What did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </tbody> </table> | Your Social Studies Log  |                                      |  | Activity Completed:<br><small>Log activities as you complete them. You will share with family &amp; teachers.</small> | Minutes:<br><small>Spent on minutes each day</small> | Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? What did you learn? What did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry? |  |    |  |    |  |    |  |    |  |    |  |    |  |
| Your Social Studies Log  |  |  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
| Activity Completed:<br><small>Log activities as you complete them. You will share with family &amp; teachers.</small>  | Minutes:<br><small>Spent on minutes each day</small>   | Reflection - Write a couple of sentences about the activity. Answer at least one of the following questions: What was the topic? What did you learn? What did you choose this topic? Which social studies area did your activity fall into - History, Geography, Economics, Civics, or Inquiry?  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
|  |  |  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
|  |  |  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
|  |  |  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |
| <p>Check for Understanding: Share your work with your family. If you are able, submit to your teacher via email in a document or picture, schoology, or google classroom.</p>  |  |  |                                      |  |   |  |   |  |    |  |    |  |    |  |    |  |    |  |    |  |

**Every Day:** Read something from the news or MyOn. **Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

## 7th Grade -- (SEL) Theme: Emotional Management

The columns below offer choices for student activities for any day.

| <b>Social Emotional Learning Choice Board</b> - Aligns with Standards; 1A.1a Recognizes own emotions and how emotions can impact behavior. 1A.1b Uses calming down techniques to control impulsive behavior and anger.   |   |   |
|--|---|---|
| <p>Talk about the following Zones of Regulation chart with your child and discuss how each zone makes them feel (inside and out):</p>    | <p>Role-play some of the following situations and then talk about ways to manage emotions:</p> <ol style="list-style-type: none"> <li>Not being able to talk to or hang out with your best friend.</li> <li>Being told, "No!"</li> <li>Arguing with a family member</li> </ol> <p>What self-talk or calm down strategies did you use?</p> <p>Draw a picture or write about what you did.</p>  | <p>Practice the following breathing techniques you can use to help get your body regulated.</p> <p><b>Balloon Breathing:</b> Pretend like you are blowing up a balloon. Take a deep breath in, put the pretend balloon up to your mouth and blow your air out. Do this slowly four times.</p> <p><b>Volcano Breathing :</b>Put your hands together in front of your chest. Keeping your hands together raise your hands up above your head all while you are breathing in. When you reach as high as you can let your air out and spread your arms apart and then bring them back to the starting position. Do this slowly four times.</p> <p><b>Soup/Brownie Breathing:</b> Pretend like you have hot food in your hands, breathe the smells of that food in and then blow out to help cool down your food. Do this slowly four times.</p> |
| <p>Before a volcano erupts there are warning signs that come from the volcano. Before a person erupts with anger, they often have warning signs. Oftentimes, when we can identify our body becoming upset we can find a healthy way to calm our body down before we explode.</p> <p>Make a list or draw a picture of what your warning signs are. You can draw a picture of your body and write your warning signs right on the body.</p> <p>Some warning signs may include your face turning red and/or your heart starting to beat fast.</p> | <p>Place a small object (crayons or markers will work) of the following colors into a paper sack or a deep bowl: red, green, blue, purple, yellow, orange. Sit in a circle and have the first person reach into the bag/bowl and pull out an object. The color of the object correlates to a statement to discuss below.</p> <p><b>Red</b>-Say one thing that makes you angry.<br/> <b>Green</b>-Show one way you can breathe when you are angry (balloon breathing, volcano breathing, soup breathing, box breathing).<br/> <b>Blue</b>-Say one thing you can do to help your body become regulated.<br/> <b>Purple</b>-Say one thing that makes you excited.<br/> <b>Yellow</b>-Say a poor choice you made when you were angry and what you could have done differently.<br/> <b>Orange</b>-Say a good choice you made when you were angry.</p> | <p>You are in control of your anger and if you are able to turn negative thoughts into positive thoughts that will help you have better control over your anger.</p> <p>Practice this by turning the following negative statements into positive statements. When you practice when you are not angry then you will be better able to apply this strategy when you are angry.</p> <p><b>Negative:</b> I get blamed for everything<br/> <b>Positive:</b> I get compliments for the things I do well</p> <p><b>Turn the statements below into positive ones.</b></p> <p>~No one wants to be my friend.<br/>     ~I can't do anything right.<br/>     ~I will never be able to fix it.<br/>     ~He did that on purpose.<br/>     ~I always get picked last.</p>   |
| <p>We all have triggers, things that push our buttons. Triggers are things that can change our mood in a good or a bad way,</p> <p>Make a list or draw pictures of some of your triggers.</p> <p>-What triggers do you have that make you sad?<br/>     -What triggers do you have that make you happy?<br/>     -What triggers do you have that make you angry?<br/>     -What triggers do you have that make you excited?</p>  | <p><b>Time to Exercise!</b><br/>         Exercise is a great way to regulate your emotions.<br/>         Do the following:<br/>         -10 Jumping Jacks<br/>         -10 Push-ups<br/>         -10 Sit-ups<br/>         -Run in Place for 60 seconds</p> <p><b>**Go outside and have some free play (sidewalk chalk, shoot hoops etc...)</b></p> <p>When you come inside, use your self-talk...<br/>         How does exercising make me feel on the inside?<br/>         How can I use exercise when I am having BIG emotions?</p>   | <p>Talking to your teacher or with friends when you are having BIG emotions is hard right now. Try one of the following:</p> <ol style="list-style-type: none"> <li>Write a letter to your friend/teacher</li> <li>Call/Email your friend/teacher</li> <li>Send your friend/teacher a postcard</li> </ol> <p>Reaching out to friends and trusted adults can help manage our emotions.</p> <p>How did it feel to reach out?<br/>         Who else's day can you make?</p>  |

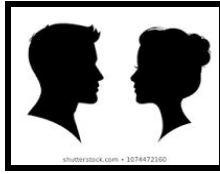
**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- (Electives)

The columns below offer choices for student activities for any day.

## Art



→ **Objective:** The student will create an **IDENTITY SILHOUETTE**.

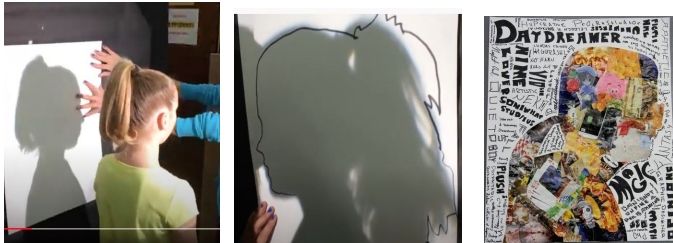
**Natl. Core Standards:** VA:Cr1.2, VA:Cr2.1.7, VA:Cr2.3.7, VA:Pr4.1.7, VA:Cn10.1.7

A **silhouette** is the image of a person, animal, object, or scene represented as a solid shape--usually of a single color with its edges matching the outline of the subject.

→ **Materials Needed:** Paper, Pencil, and if available--colored pencils, markers, watercolors, etc. \* If you don't have drawing paper or copy paper, a brown grocery bag can be used. Cut it open at the seams to form a large sheet. Cut it open at the seams to form a large sheet.

**DIRECTIONS** Use one or both of the following techniques to create the outline of your silhouette: **Technique #1** → Place a large piece of paper on a tabletop. Lay your head down sideways--with one cheek and ear flat on the surface of the paper. If you have enough space, you may also include your neck and part of your shoulders. **NEXT** → Have a family member use a pencil to carefully trace around the outer edges of your head and hair, forehead, brow bone, nose, lips, chin, and neck. Don't worry if the tracing isn't perfect. You can "tweak" the outline to your liking.

**Technique #2**



→ Attach a piece of paper to a wall. Sit in front of the paper. Have your parent or sibling shine a flashlight (the one on a cell phone will work) at your head-- with your face turned sideways. This will cast a shadow onto the paper. Have another helper carefully trace the outside of the shadow while you sit still. → **After tracing, begin filling in your silhouette with drawn or collaged objects, symbols, patterns, words, etc. that express YOU.** → You might choose a theme for this piece-- such as music, sports, your favorite hobbies etc. → Perhaps share what you plan to do in the future. → Consider filling your silhouette with images that share feelings about being quarantined at home, or isolated from other family members and friends.

**Day 2** Continue working on your drawing by including interesting details. → Add color if materials are available. **Go one step further?** → Cut out the silhouette and glue it onto another piece of recycled art. **OR** Add expressive words to the background using different styles and sizes of letters.

**Day 3** Create a second Identity Silhouette of a family member. This time, you will be doing the tracing. Interview that person to learn more about their "likes" and interests--which will help you personalize the silhouette. He or she might also enjoy engaging with you in the drawing and/or collage process.

## PE/Health- Personal Fitness

Students will work towards the state standards of (19) acquire movement and motor skills and (20) maintain a health enhancing level of physical fitness.

Students should continue to log their physical activity/workouts. Students should use the log to track their progress. Student logs should include the exercises completed (example: day 1- 15 second plank, 10 pushups, 20 squats done twice today). If possible, you can share this log with your teacher weekly by taking a picture/sending an email.

Students should also consider their level of effort on a scale of 1-10 (1= this was super easy, 10= this was very hard and I struggled to complete it). As you do this each day, see if your number rating changes.

The box below includes a 14 day body challenge for students to complete. Note that the exercises listed for each day are to be done twice. Continue the challenge from the day you left off with last time!

|   |  |
|---|--|
| <b>DAY 1</b><br>PLANK - 15 SECONDS<br>PUSH UPS - 5<br>SQUATS - 20   | <b>DAY 2</b><br>PLANK - 20 SECONDS<br>PUSH UPS - 6<br>SQUATS - 25    |
| <b>DAY 3</b><br>PLANK - 20 SECONDS<br>PUSH UPS - 8<br>SQUATS - 30   | <b>DAY 4</b><br>PLANK - 25 SECONDS<br>PUSH UPS - 8<br>SQUATS - 30    |
| <b>DAY 5</b><br>PLANK - 30 SECONDS<br>PUSH UPS - 10<br>SQUATS - 35  | <b>DAY 6</b><br>PLANK - 30 SECONDS<br>PUSH UPS - 10<br>SQUATS - 40   |
| <b>DAY 7</b><br>PLANK - 40 SECONDS<br>PUSH UPS - 13<br>SQUATS - 45  | <b>DAY 8</b><br>PLANK - 40 SECONDS<br>PUSH UPS - 13<br>SQUATS - 55   |
| <b>DAY 9</b><br>PLANK - 45 SECONDS<br>PUSH UPS - 15<br>SQUATS - 55  | <b>DAY 10</b><br>PLANK - 50 SECONDS<br>PUSH UPS - 15<br>SQUATS - 65  |
| <b>DAY 11</b><br>PLANK - 50 SECONDS<br>PUSH UPS - 17<br>SQUATS - 75 | <b>DAY 12</b><br>PLANK - 60 SECONDS<br>PUSH UPS - 18<br>SQUATS - 85  |
| <b>DAY 13</b><br>PLANK - 60 SECONDS<br>PUSH UPS - 18<br>SQUATS - 90 | <b>DAY 14</b><br>PLANK - 65 SECONDS<br>PUSH UPS - 20<br>SQUATS - 100 |

**NOTES!**  
\*REPEAT TWICE A DAY FOR TWO WEEKS.

In addition to the daily body challenge, there are many other great ways to stay active. Students can **add** other exercises to the body challenge (sit-ups, jumping jacks, leg lifts, crab kicks, and any other exercises you know) to increase the difficulty or work on different areas of fitness. Students may also consider adding things like going for a walk, run, or bike ride, or working on individual sports skills.

Parent Signature: \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- (Electives)

The columns below offer choices for student activities for any day.

| Music   | Computers   |
|---|---|
| <p>Title: Recruitment Poster/Project<br/>Materials: Paper, colored pencils, markers, anything you have at home.<br/>Activity: Design and create a poster to encourage students to join your music ensemble (Band, Orchestra or Choir). Be creative in your design.<br/>Think about things that you enjoy about playing or singing in your ensemble. Use those to help inspire you and encourage others.</p> <p><b>If you have access to technology try creating a video, powerpoint or a song as a way to encourage students to join your ensemble.</b></p> | <p><b>Finding Media Balance Edutyping</b></p> <p>2.a.Students demonstrate knowledge of core concepts and key questions of media literacy.<br/>Materials: Pencil/pen and paper<br/><b>Vocabulary:</b><br/><i><b>Guideline</b></i>-a set of criteria for how to do something<br/><i><b>Inventory</b></i>-A list of items or actions<br/><i><b>Media</b></i>-television, videos, gaming, music, texting, social media, camera, apps<br/><i><b>Media balance</b></i>-Using media in a way that feels healthy and in balance with other life activities</p> <p><b>Activity</b><br/>Fold your sheet of paper into 3 vertical columns. Column heading #1: What media did you use? Column heading #2: How much time in minutes did you spend on it. Column heading #3: How did you feel when using it (happy, annoyed, etc.)?</p> <p>On a typical day during the “stay at home order” list 3-5 different types of media use, the time spent on it, and how you felt when using it.</p> <p>Answer the following questions about your answers in columns 1-3 from above:</p> <ol style="list-style-type: none"> <li>1. What are the benefits of your media choices?</li> <li>2. Is there anything written on your paper that indicates your media choices are out of balance? What can you do to change it?</li> <li>3. What is 1 actionable step that you can take to be more media balanced?</li> <li>4. Read this scenario and answer the question--Maya enjoys staying connected with friends through facebook but one friend is posting stuff that Maya thinks is annoying. The posts are not mean or bullying, but Maya gets crabby after reading this person’s posts. What could Maya do to maintain a healthy media balance for herself?</li> <li>5. Write 4 sentences with each sentence using a vocabulary word from above</li> </ol> <p>If possible work with your teacher by taking a picture of it and attaching it to an email with the subject line of “My media balance”. Also share your work with a parent or guardian.</p> |
| <p>Title: Rhythm Chart<br/>Materials: paper and pencil<br/>Activity: Draw a rhythm chart. Start with a whole note at the top of the page, break it into half notes. Then break those half notes into quarter notes. Break the quarter notes into eighth notes.<br/><b>GO THE EXTRA MILE!</b><br/>Continue the chart all the way to 64th notes.<br/>Do the same chart but with RESTS instead of NOTES.</p>   | <p><b>OPTIONAL -- Edutyping: Spend 15 minutes each day using edutyping. You will access edutyping through clever. Use proper technique: no looking at the keyboard, fingers on home row, sit up straight, etc. Follow along with the program and move your fingers in unison with Edutyping.</b></p>  |
| <p>Title: Compose Lyrics<br/>Materials: Paper, pencil<br/>Activity: Make up your own unique lyrics to the melody of ‘Twinkle Twinkle’ or ‘Ode to Joy’ to express what you’re feeling or experiencing right now.<br/>Try to keep your syllables with the rhythm of the melody!<br/>Extra challenge points for rhyming ends of patterns.</p>  |   |

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

7th Grade -- (Electives)

The columns below offer choices for student activities for any day.

| AVID   | Speech/Drama C=Create  |
|--|--|
| <p><b>Learning Schedule with Goals:</b></p> <p>Create a learning schedule/planner for yourself with at least two SMART goals for this set of remote learning days. <b>W.7.10</b></p> <p><b>Suggestions:</b></p> <ul style="list-style-type: none"> <li>*Select a format that fits your needs (perhaps you want a unique time schedule for each date/day of the week or maybe you want to follow the same time schedule for every remote learning day)</li> <li>*Plan for 90-180 minutes of learning time per day</li> <li>*Plan your learning time schedule in 15-30 minute chunks with breaks between, if needed. Use a timer to help you manage your learning time</li> <li>*Set SMART goals that really are important to you</li> <li>*If you find that part of your schedule is not working for you/your family, revise that part to better meet your needs</li> </ul> | <p><b>Cr1.c. Develop a character authentic to the work.</b></p> <p>Supplies/Materials: Pen or pencil and paper</p> <p>Check for Understanding: If questions please contact Ms. Baker</p> <p>Independent Practice: Please share each step with your parent or guardian. Although this is theatre, remember theatre is often a reflection of life.</p> <p><b>Student Focus/ Skill development: c. Envision and describe a scripted or improvised character's inner thoughts and objectives that are authentic to a drama/theatre work.</b></p> <p>Do you ever think some people understand you? You know they really get how you think. On the other hand it seems no matter how you try there are people that don't. Maybe you look at things other people do or hear what they say and you say, "Why?" That just doesn't make sense! So what are the inner thoughts of you or others? Creativity in Theatre Arts is a perfect opportunity to do this. So here is your lesson. I will give you the entire lesson scenario, and then I will tell you how to complete it separately.</p> <p>Think of a time when you had a great idea. This could be something you wanted to say, something you wanted to do, or a place you wanted to go. You decided to share your idea and someone burst your bubble. You were completely misunderstood. This can also be a reversed situation. You burst someone else's bubble of an idea they shared. What did you do? How did you react? What if others could really read your mind and understand your inner thoughts. What if there was no filter? Could things be better or worse?</p> <p>How can things be resolved with a great ending? Time to plan.</p>  |
| <p><b>Quote of the Week Quickwrite:</b></p> <p>"Unless someone like you cares an awful lot nothing is going to get better. It's not." Dr. Seuss, <i>The Lorax</i></p> <p>Write a 3-5 sentence thoughtful reaction to this quote How could it apply to take care of the Earth and other aspects of life? What is one action you can take to show that you care? <b>W.7.10</b></p> <p>If possible, share your response with your teacher by e-mail or Google classroom.</p>  | <p><b>Part 1 Activity</b> 1.Think of a time when you were misunderstood or you misunderstood someone. This can be a friend or family member. This can be fiction or nonfiction. If you have, more than one write two or three.</p> <p>2. Brainstorm a list of all of the emotions you felt: happy, energetic anger, disappointment etc. 3.Write why you felt all of those emotions. (Example: They didn't even give me a chance. He laughed at my idea. My cousin didn't pay me any attention. My best friend didn't listen.) 4 If you did it to someone else imagine how they felt and write that instead.</p> <p><b>Part 2 Activity</b></p> <p>1. Imagine someone has superhero powers and can hear the thoughts of others? Write a conversation of inner thoughts of yourself or others. What are they saying about the incident?</p> <p>2.Make sure you create the conversation where both voices can be heard. Pick up from the emotions. Example: I can't wait to see my friends today. I'm going to tell them about my birthday party. I want to have a theme party and invite a lot of people. I want everyone to dress up like their favorite superhero. I can't wait! (Their reactions as I told them) What! First, they started laughing. Then my best friend told me no one is going to do that. That's for kids. They laughed again.Man, I wanted to scream or run away. I just tried to act like it didn't bother me. I just said, "Oh, it was just an idea. We'll probably just go bowling." <b>Part 3-4 Activity</b> Continue to write this based on your own or your friend's inner thoughts Complete your writing. 2.Your writing can actually be performed as a monologue. 3 You can always share it with me through email if you would like. 4.Perform live. 5.If you have electronic availability, feel free to record your performance. 6.Please share with others only if you are comfortable. <b>Part 5 Activity</b> 1. Flip the script. 2. Do the opposite of your inner thoughts. Reverse the inner thoughts. 3.Write how the outcome could be different from what you imagined. Remember the instructions above when you started. Please share with parent &amp; teacher (if possible).</p> |
| <p><b>Words of the Week:</b></p> <p><b>synergy: (noun)</b> the impact of two or more working together which is greater than the sum of individual efforts</p> <p><b>efficient:</b> (adjective) functioning with little or no wasted time or effort</p> <p><b>contemplate: (verb)</b> to carefully consider or think deeply about something</p> <p><b>Select two of these words and use each in a complete sentence of your own. W.7.10</b></p> <p>Add the words to your word of the day focused note/list. If possible, share your sentences with your teacher via email or Google classroom.</p>  |  |

**Parent Signature:** \_\_\_\_\_



# Remote Learning Activities for Students

7th Grade -- (Electives)

The columns below offer choices for student activities for any day.

| Spanish  | Industrial Tech   |
|--|---|
| <p>Tema: Después de la cuarentena...</p> <p>Tarea 1: <b>Gameboard</b></p> <p>Come up with 15-20 questions based on the vocabulary, grammar and/or cultural learnings this year about places to travel after the quarantine. Draw a game board OR honeycomb sheet to put your answers on. Include an answer key.</p> <p>If you would like to share, you can send me the finished product via email.</p>   | <p><b>Assignment one:</b></p> <p>Room measurements:</p> <p>Using a tape measure, ruler or your shoe, measure two different rooms in the place you are staying now. These should be in addition to the room you should have measured from the last group of assignments. If you have to use your shoe because you do not have a tape measure or a ruler to use, you will have to estimate the final length if your shoe size does not fall evenly in the room. There should be a length and a width to each room. Write down your measurements on a piece of paper. Share those measurements with a parent, family member, or send them to me via email.</p>                     |
| <p>Tema: Después de la cuarentena...</p> <p>Tarea 2: <b>Store Ad</b></p> <p>Create a vacation ad for a place you would like to go in Spanish. This place can be in any country and does not have to speak Spanish. You will need to tell me the name of the location, the typical weather (if you do not know you can make it up), fun things to do in that city as well as places one can go. For a complete project use at least diez (10) vocabulary words from what has been learned this year . Include a picture of the location if you would like.</p> <p>If you would like to share, you can send me the finished product via email.</p> | <p><b>Assignment two:</b></p> <p>Finding the square footage of each room.</p> <p>From assignment one, each of you should have found the length and width of two more rooms in the place you are currently staying. Take those length and width measurements and multiply them together to find the square footage of each room. Write your answers down on a piece of paper. From the last group of assignments you should have had a seperate room measured. Add this length, width and square footage measurement to the paper.</p> <p>If you would like feedback, you can share the measurements with your teacher via email or take a picture and send me that picture.</p> |
| <p>Tema: Después de la cuarentena...</p> <p>Tarea 3: <b>Wordsearch</b></p> <p>Create a wordsearch puzzle with at least 15 vocabulary words from the year as well as the name of places you would like to visit after the quarantine in Spanish. All the words must be in Spanish. Include both the finished puzzle and an answer key.</p> <p>If you would like to share, you can send me the finished product via email.</p>   | <p><b>Assignment three:</b></p> <p>If there is anything that you have fixed at your house or something you have worked on with a consenting adult.</p> <p>I have heard of many different things that students have been working on with this new found time. Hopefully you have been helping out around your residence and are proud of what you have accomplished. Please share a picture of it with a friend, family member, or teacher.</p>  |

Parent Signature: \_\_\_\_\_