

5/7/20

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).
- 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:

- | | | | |
|-----------------------|------------------------|------------------------|---|
| May 7 | May 11 | May 18 | Social Emotional Learning (SEL) |
| May 8 | May 12 | May 19 | Electives |
| | May 13 | May 20 | |
| | May 14 | | |
| | May 15 | | |

8th Grade			5/7/20 - 5/20/20
Theme(s)	ELA Skills Focus	Math Skills Focus	Other Skills Focus
		Probability	SS: Civics & 5 Themes of Geography
		Geometry: Formulas & Vocabulary	Science: Forces
		Integers: Number Line & Operations	

Remote Learning Activities for Students

8th Grade -- May 7 (ELA)

	ELA	Extra Challenge
Lesson Title:	Today in History 5-7-20	<p>You've always had an idea for a new invention or the improvement of something. Write a paper describing your invention; what's it for, how does it work, why would people want it?</p> <p>-----</p> <p>Resource Room: Write down the steps on how to brush your teeth. Don't forget to number the steps.</p> <p>Write three facts about this topic: broccoli</p>
Objective:	Students will write a reflective paper on the use of [a product] and the possible (and unknown) effects of its use over time.	
Standard:	RI - 8.1, .8 Cite evidence and evaluate arguments W - 8.4, .1, .3 Produce a clear, coherent argumentative essay.	
Materials:	Something to write on and something to write with/computer if possible	
Activities and Instructions:	<p><i>On this date in 1956 British Health Minister Turton, rejected calls for a government campaign against smoking, saying no ill-effects have actually been proven from smoking and the link between smoking and lung Cancer had not been proved. In the 1940's and 50's tobacco companies advertised that doctors 'recommended' their product!</i></p> <p>Consider what we know now! Reflect on all of the new products that we use everyday and what science may learn about their use in your lifetime. Do cell phones cause cancer? Do personal assistants (Siri, Google, Alexa) invade our privacy and can they be used against us? Can we ever trust self-driving cars?</p> <p>Choose a product/item that is relatively new [examples: cell phones, wifi, bluetooth, internet, earbuds, smart watches, digital assistants, drones, self-driving/electric cars, gaming, VR technology] and write an essay on <u>possible</u> negative effects in the future. What are experts saying about it (your item) and why?</p>	
Independent Practice:	<p>Write about your item. Describe it, explain its use, provide the benefits and the advantages of it. Tell why you chose that item and what it means to you. Then explore and explain the possible negative aspects of it and what may be learned about it in the future. What are the possible consequences of it to future generations? [Will the use of cell phones cause brain cancer like cigarette smoking is linked to lung cancer?]</p> <p>If possible, research the item you've chosen and read what experts are saying about it.</p> <p>-----</p> <p>Resource Room: Practice spelling patterns by putting each word in a sentence: short "u" spelling "o" .Words: onion, tongue, dozen, wonderful, monkey</p>	
Check for Understanding:	Share your paper with someone else and discuss your predictions. Does that person agree? Disagree? What are their opinions based on?	

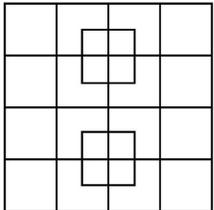
Every Day: Read for at least 20 minutes and write for 10.

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 7 (Math)

The columns below offer choices for student activities.

		Extra Challenge																				
Activity Title:	Fundamental Counting Principle	<p>If $9999 = 4$, $8888 = 8$, $1816 = 6$, $1212 = 0$, then $1919 = ??$</p> <p>Troy has more than two dogs at home. All of them are corgis, except for two. All of them are pugs, except for two. All of them are labs, except for two. What kinds of dogs and how many of each kind does Troy have?</p> <p>How many squares?</p> 																				
Objective:	Students will be able to describe what the fundamental counting principle is and how it tells us the total number of possibilities, and find the probability that an event is likely to happen.																					
Standard:	6.SP.A, 6.SP.B, 7.SP.A, 7.SP.B, 7.SP.C, 8.SP.A																					
Materials:	Paper and Pencil																					
Activities and Instructions:	<p>Fundamental Counting Principle: If event M has m possible outcomes and event N had n possible outcomes, then event M followed by event N has $m \times n$ possible outcomes. You can use multiplication instead of making a tree diagram to find the number of possible outcomes in a sample space. This is called the Fundamental Counting Principle.</p> <ul style="list-style-type: none"> • Example: You have 3 shirts and 4 pants. That means $3 \times 4 = 12$ different outfits. • Example: There are 6 flavors of ice-cream, and 3 different cones. That means $6 \times 3 = 18$ different single-scoop ice-creams you could order. • Example: There are 2 body styles of cars: sedan or hatchback. There are 5 colors available for the cars: black, red, yellow, blue, and white. There are 3 models of cars: GL (standards model), SS (sports model with bigger engine), and SL (luxury model with leather seats). How many total choices? $2 \times 5 \times 3 = 30$ total choices 																					
Independent Practice:	<ul style="list-style-type: none"> • Answer 8 of the 12 (4 for resource students) Fundamental Counting Principle problems. <ol style="list-style-type: none"> 1. Find the total number of outcomes when a coin is tossed and a number cube is rolled. 2. Find the total number of outcomes when choosing from bike helmets that come in three colors and two styles. 3. Find the total number of outcomes from rolling a number cube with sides labeled 1-6 and choosing a letter from the word NUMBERS. Then find the probability of rolling a 6 and choosing an M. 4. Find the number of different jeans available at The Jeans Shop. Then find the probability of randomly selecting a size 32×34 slim fit. (In men's jeans, the size is labeled waist \times length. So, a 32×34 is a 32-inch waist with a 34-inch length.) Is it likely or unlikely that the jeans would be chosen? <table border="1" data-bbox="979 1039 1203 1165"> <thead> <tr> <th colspan="3">The Jeans Shop</th> </tr> <tr> <th>Waist Size</th> <th>Length (in.)</th> <th>Style</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>30</td> <td>slim fit</td> </tr> <tr> <td>32</td> <td>32</td> <td>bootcut</td> </tr> <tr> <td>34</td> <td>34</td> <td>loose fit</td> </tr> <tr> <td>36</td> <td></td> <td></td> </tr> <tr> <td>38</td> <td></td> <td></td> </tr> </tbody> </table> 5. Two number cubes are rolled. What is the probability that the sum of the numbers on the cubes is 12? How likely is that the sum would be 12? 6. A box of toy cars contains blue, orange, yellow, red, and black cars. A separate box contains a male and female action figure. What is the probability of randomly choosing an orange car and a female action figure? Is it likely or unlikely that this combination is chosen? 7. Use the Fundamental Counting Principle to find the number of outcomes from tossing a quarter, a dime, and a nickel. 8. How many outcomes are possible when rolling a number cube and picking a cube from 4 different colored cubes? 9. Find the number of different outfits that can be made from 3 sweaters, 4 blouses, and 6 skirts. Then find the probability of randomly selecting a particular sweater-blouse-skirt outfit. Is the probability of this event likely or unlikely? 10. Using the fundamental counting principle to find the total number of outcomes when tossing a coin and selecting one letter from the word MATH. 11. Using the Fundamental Counting Principle to find the total number of outcomes when selecting one entree from a choice of nine entrees and one dessert from a choice of three desserts. 12. Using the Fundamental Counting Principle to find the total number of outcomes when a number cube is rolled and a marble is drawn from a bag containing 3 red and 3 yellow marbles. What is the probability of the number cube landing on 1 and the marble being yellow? <ul style="list-style-type: none"> • Create and solve 4 Fundamental Counting Principle problems (2 for resource students) of your own. • Answer this math prompt: How do you change a mixed number to an improper fraction and vice versa? 	The Jeans Shop			Waist Size	Length (in.)	Style	30	30	slim fit	32	32	bootcut	34	34	loose fit	36			38		
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Waist Size	Length (in.)	Style																				
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36																						
38																						
Check for Understanding:	Guardian creates two (one for resource students) Fundamental Counting Principle problems of their own and have their child answer.																					

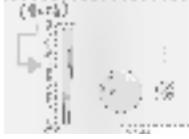
Every Day: Don't forget to read for at least 20 minutes.

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 7 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	SS Extra Challenge (Optional)
Activity Title:	Immigration Factors	Law of acceleration	Immigration Journal	Law of Inertia	Immigration Nation
Objective:	To identify causes of immigration	Newton's laws of motion continued	To identify the effects of immigration	Newton's laws of motion continued	To identify how people become U.S. Citizens
Standards:	SS.G.3.6-8.MdC.	MS-PS2-2	SS.G.3.6-8.LC	MS-PS2-2	SS.CV.3.6-8.LC, MdC, MC.
Materials:	Paper and pencil, research and discussion	Paper & pencil	Paper and pencil, research and discussion	Paper & pencil	https://www.icvics.org/games/immigration-nation
Activities and Instructions:	More than 44.7 million immigrants currently live in the United States. One of seven U.S. residents was not born in the United States. People come to live in the U.S. for a variety of reasons.	 <p>EXAMPLE: Bob's car weighs 1,500kg. He just ran out of gas and needs to push the car to a gas station and he makes the car go 0.07m/s/s. Using Newton's Second Law, How much force is Bob applying to the car? $F=MA$ $F= 1,500 \times 0.07$ Answer_____</p>	Imagine you are a person coming from another country. Write a journal entry from the perspective of a person coming to America for the first time.	 <p>Objects at rest will remain at rest unless acted on by an unbalanced force. An Object in motion continues in motion with the same speed and in the same direction unless acted upon by an unbalanced force.</p>	Go to the above website and play the game. Science: https://www.youtube.com/watch?v=kKKM8Y-u7ds Go to the above site and learn more about Newton's laws. PBS digital studios Newton's Laws on youtube.
Independent Practice:	Identify and explain 3 factors that might "push" people to leave their country. Identify and explain 3 factors that "pull" people toward America.	 <p>Think about it! The heavier the object the more force you will need in order to move it compared to a lighter object, which requires less force. (When you push an object it pushes back)</p>	Record thoughts and observations you would make as a newcomer to America based on culture, government, policies, traditions, diversity, etc. Identify what country you are coming from and make comparisons between that country and America that may be noticeably different.	<p>1 Which objects are in motion in the above picture?</p> <p>2 What is the unbalanced force in the picture?</p> <p>3. What happened to the sledder in this picture?</p> <p>4. Describe an experience you have had relating to Newton's Law of inertia.</p>	In the game, you will help guide newcomers to the country along their path to U.S. citizenship.
Check for Understanding:	Share your work and thoughts with a family member and your teacher for discussion and feedback.	What would happen if you hit a baseball ball with a bat? A bowling ball? Describe the difference. Write your answers down and share them with your family and/or teacher.	Share your work and thoughts with a family member and your teacher for discussion and feedback.	Write your answers down. Share them with a family member and /or your teacher.	Share your completion certificate and thoughts with a family member and your teacher for discussion and feedback.

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

Remote Learning Activities for Students

8th Grade -- May 8 (ELA)

	ELA	Extra Challenge
Lesson Title:	Bucket List	Watch the movie or movie clip of "Bucket List" and create a poster with your web organizer using magazine pics of various trips, homes, cars, jobs. Include pics you've drawn, etc. ----- Resource Room: Write down the steps on how to feed your dog/ cat/pet.. Don't forget to number the steps. Use this homophone pair in one sentence. (they're, there)
Objective:	To summarize the importance of having a bucket list and share a point of view.	
Standard:	RI8.2, RI8.6	
Materials:	Pen/Paper, Colored Pencils, Markers, Poster Board, Magazines, computer if possible.	
Activities and Instructions:	Draw a simple web graphic organizer with the words "Bucket List" in the center of your paper. Add your dream job, dream car, house, trip, etcetera to the web. Write a story summarizing the priority of the items on your bucket list and explain why doing these things throughout your life span is important to you.	
Independent Practice:	Discuss your bucket list with a family member/friend and set a goal to accomplish at least one of these things in the near future. Write these goals down in a journal and reflect on ways to implement them. ----- Resource Room: Practice spelling patterns by putting each word in a sentence: spelling pattern "o-consonant-e". Words: adore, shore, before, wore, tore	
Check for Understanding:	Discuss and record/highlight any vocabulary words you would like to know more about. Look these up in a dictionary or Google definitions.	

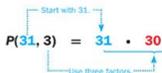
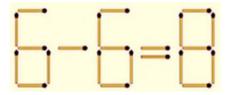
Every Day: Read if possible, record in your journal (if keeping one)

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 8 (Math)

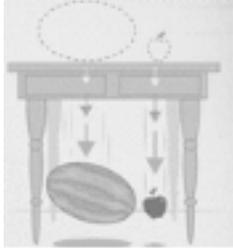
The columns below offer choices for student activities.

		Extra Challenge
Activity Title:	Permutations	<u>Would You Rather...</u>
Objective:	Students will be able to determine the number of ways something can happen if order is important, permutation, and determine the probability of an event happening.	Put \$3 in the bank and have it triple each week for 4 weeks?
Standard:	6.SP.A, 6.SP.B, 7.SP.A, 7.SP.B, 7.SP.C, 8.SP.A	OR
Materials:	Paper and Pencil	Put \$4 in the bank and have it quadruple each week for 3 weeks?
Activities and Instructions:	<p>A permutation is an arrangement, or listing, of objects in which order is important. You can use the Fundamental Counting Principle to find the number of permutations.</p> <ul style="list-style-type: none"> Permutations with Repetition Example: There are 10 numbers to choose from on a lock (0,1,2,3,4,5,6,7,8,9) and we choose 3 of them: $10 \times 10 \times 10 = 10^3 = 1,000$ permutations. So, the formula is simply n^r where n is the number of things to choose from, and we choose r of them, repetition is allowed and order matters. Permutations without Repetition Example: the symbol $P(31, 3)$ represents the number of permutations of 31 things taken 3 at a time. See diagram at right. So, $31 \times 30 \times 29 = 26,90$ permutations. Example: How many permutations of 4 different letters are there, chosen from the twenty six letters of the alphabet? So, $26 \times 25 \times 24 \times 23 = 358,800$ permutations 	<p>Can you move one matchstick to make the equation below true?</p> 
Independent Practice:	<ul style="list-style-type: none"> Answer 8 of the 12 (4 for resource students) permutation problems. 1. Julia is scheduling her first three classes. Her choices are math, science, and language arts. Use the Fundamental Counting Principle to find the number of different ways Julia can schedule her first three classes. 2. An ice cream shop has 31 flavors. Carlos wants to buy a three-scoop cone with three different flavors. How many cones could he buy if the order of the flavors is important? 3. In how many ways can the starting six players of a volleyball team stand in a row for a picture? 4. In a race with 7 runners, in how many ways can the runners end up in first, second, and third place? 5. Find: $P(8, 3)$, $P(12, 2)$, and $P(5, 3)$ 6. Find: $P(4, 4)$, $P(10, 5)$, and $P(15, 4)$ 7. Ashley's MP3 player has a setting that allows the songs to play in a random order. She has a playlist that contains 10 songs. What is the probability that the MP3 player will randomly lay the first three songs in order? $P(10, 3)$ 8. A swimming event features 8 swimmers (Octavia, Eden, Natsha, Paquita, Calista, Samantha, Yumii, and Lorena). If each swimmer has an equally likely chance of finishing in the top two, what is the probability that Yumii will be in first place and Paquita in second place? 9. Two different letters are randomly selected from the letters in the word MATH. What is the probability that the first letter selected is M and the second letter is H? 10. In how many ways can a president, vice president, and secretary be randomly selected from a class of 25 students? 11. Adrianne, Julian, and two of their friends will sit in a row at a baseball game. If each friend is equally likely to sit in any seat, what is the probability that Adrianna will sit in the first seat and Julian will sit in the second seat? 12. How many ways can 3 pool balls be arranged out of 16 balls? Create and solve 4 permutations problems (2 for resource students) of your own. Answer this math prompt: Write a letter to a friend explaining how to subtract $1\frac{3}{4}$ from $2\frac{1}{8}$. Be specific with each step. 	<p>A small number of cards has been lost from a complete pack. If I deal among four people, three cards remain. If I deal among three people, two remain and if I deal among five people, two cards remain. How many cards are there?</p>
Check for Understanding:	Guardian creates two (one for resource students) permutations problems of their own and have their child answer.	

Remote Learning Activities for Students

8th Grade -- May 8 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Science Extra Challenge (Optional)
Activity Title:	Market Economy Vocab	Forces of Reaction	Supply & Demand	Newton's Law Gravity	
Objective:	To identify characteristics of a market economy	Newton's laws of motion continued	Identify the relationship between supply and demand.	Newton's laws continued	
Standards:	SS.CV.1.6-8.LC.	MS-PS2-2	SS.G.4.6-8.LC.	MS-PS2-2	
Materials:	Paper and pencil,	Paper & pencil	Paper and pencil	Paper & pencil	
Activities and Instructions:	Imagine you are asked to spend this coming weekend pulling weeds or picking up trash for free. Would you do it? Now, imagine you were asked to do the same thing - but you will be paid \$500.	 <p>Bob's force moving forward Boat's force is moving backwards.</p> <p>Action-Reaction Law: To every action there is always an equal and opposite reaction.</p>	<p>***I make cupcakes for a living and a storm just wiped out a lot of the sugarcane crops. There will be less sugar now.</p> <p>***I sell landscape rocks. I ordered a TON. Now, a new shop opened and everyone is decorating with gnomes instead of rocks!</p> <p>***I invented the world's self folding chair that even puts itself away. Nobody else makes anything like it.</p>	<p>Every object in the universe attracts every other object with a force directed along the line of centers for the two objects.</p>  <p>Using the diagram above explain what you see. Will the watermelon hit first or the apple? Why?</p>	<p>Science: https://www.youtube.com/watch?v=kKKM8Y-u7ds Go to the above site and learn more about Newton's laws.</p> <p>PBS digital studios Newton's Laws on youtube.</p> <p>Can access this with your smartphone too.</p>
Independent Practice:	Explain the difference between these two options and why someone would potentially choose the second option over the first. Be sure to use the terms "motivation", "incentive" and "profit" in your explanation.	<p>1 Describe in detail what you think will happen in the above picture.</p> <p>2 Riding in a moving car. A bug hits the windshield. The bug hits the car and the car hits the bug. Which of the two forces is greater?</p>	Explain how each scenario would affect the price of items the manufacturers are selling. How does supply and demand affect one another?	Gravity pulls ALL objects towards the earth at the same rate of speed. Two bodies in the universe attract each other with a force that is equal to the product of their mass and equal to the square distance between them Revisit your answer from the above picture. Which fruit has more mass? Does knowing about mass change your answer?	
Check for Understanding:	Share your work and thoughts with a family member and your teacher for discussion and feedback.	Write your answers down. Share them with a family member and /or your teacher.	Share your work and thoughts with a family member and your teacher for discussion and feedback.	Write your answers down. Share them with a family member and /or your teacher.	

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

Remote Learning Activities for Students

8th Grade -- May 11 (ELA)

	ELA	Extra Challenge
Lesson Title:	Fun with Fashion	<p>If possible, watch the movie “The Dressmaker” (Kate Winslet) and create your own fashion line on a Poster Board or a large piece of plain paper. Sketch out your ideas according to any you liked from the movie.</p> <p>-----</p> <p>Resource Room: Write down the steps on how to make a ham sandwich. Don't forget to number the steps.</p>
Objective:	To compare/contrast clothing brands and share a point of view referencing the topic of fashion.	
Standard:	RI8.2,RI8.6	
Materials:	Pen/Pencil/Paper; Poster Board, Colored Pencils/Markers, computer if possible.	
Activities and Instructions:	<p>Compare/Contrast your favorite clothing brands in a one page paper. Be mindful of spelling, grammar and use transitions such as: Firstly, next, moreover, etcetera...</p> <p>-----</p> <p>Resource Room: Practice spelling patterns by putting each word in a sentence: spelling pattern spelled “or”. Words: orchard, import, board, roar, export.</p>	
Independent Practice:	Research/explain the history of these brands, what clothing line you would most like to create if you were given the opportunity? Be creative and consider questions such as: Do you have a favorite designer? Share your favorite item to wear. Why is it special to you? Do you wear it for one season only or more than one?	
Check for Understanding:	Discuss your findings/research with a family member and ask this family member to share fashion trends from when they were a teen in school. Write down these trends in a personal journal along with the era (70s, 80s, etcetera...) Write down any vocabulary words you found difficult to pronounce or want to know more about. Find definitions for these words and practice using them in a sentence. Do they have synonyms/antonyms?	

Every Day: Read for at least 20 minutes and write for 10.

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 11 (Math)

The columns below offer choices for student activities.

	This week's math concept and skills students need in preparation for algebra readiness. Geometry formulas and vocabulary: perimeter, area, circumference, etc.	Extra Challenge				
Activity Title:	Geometry Volume of Cylinders - Radius					
Objective:	Students will be able to use a formula to find the volume of a cylinder.					
Standard:	8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.					
Materials:	Paper and Pencil					
Activities and Instructions:	<p>A cylinder has a circular base. Use $A = \pi r^2$ to find the area of the base.</p> $A \approx 3.14 \times 3^2$ $A \approx 3.14 \times 9$ $A \approx 28.26 \text{ cm}^2$ <p>The volume of the cylinder is equal to its base area times its height.</p> $V \approx 28.26 \text{ cm}^2 \times 4 \text{ cm}$ $V \approx 113.04 \text{ cm}^3$ <p>The formula for finding the volume of a cylinder can be expressed as:</p> $\text{Volume} = \pi \times \text{radius squared} \times \text{height}$ $V = \pi r^2 h$	<p>Three people check into a hotel. They pay \$30 to the manager and go to their room. The manager finds out that the room rate is \$25 and gives \$5 to the bellboy to return. On the way to the room the bellboy reasons that \$5 would be difficult to share among three people so he pockets \$2 and gives \$1 to each person. Now each person paid \$10 and got back \$1. So they paid \$9 each, totalling \$27. The bellboy has \$2, totalling \$29. Where is the remaining dollar?</p>				
Independent Practice:	<ul style="list-style-type: none"> Answer 4 of the 6 (3 for resource students) volume of cylinder problems below: <p>Find the volume of each cylinder. Use 3.14 for π. Round your answer to the nearest tenth.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 	<p>A grandmother, two mothers, and two daughters went to a baseball game together and bought one ticket each. How many tickets did they buy in total?</p> <p>Which One Doesn't Belong?</p> <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">36</td> <td style="padding: 5px; text-align: center;">64</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px; text-align: center;">49</td> <td style="padding: 5px; text-align: center;">81</td> </tr> </table>	36	64	49	81
36	64					
49	81					
Check for Understanding:	Guardian creates two (one for resource students) Volume of Cylinder problems of their own and have their child answer.					

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

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 11 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	SS Extra Challenge (Optional)
Activity Title:	Quote Analysis I	Newton's gravity continued	You be the Judge	Superhero physics	National Military Appreciation Month
Objective:	To identify how learning about history can be considered a civic duty.	Newton's laws		Newton's laws	To honor those who have/are serving
Standards:	SS.CV.4.6-8.LC	MS-PS-2-2	SS.CV.5.6-8.MdC.	MS-PS-2-2	SS.CV.1.6-8.MdC
Materials:	Paper and pencil	Paper & pencil	Paper & Pencil	Paper & pencil	Paper and pencil
Activities and Instructions:	<p>"To me, history ought to be a source of pleasure. It isn't just part of our civic responsibility. To me, it's an enlargement of the experience of being alive. Just the way literature, or art, or music is." - David McCullough</p>	<p>Gravity pulls ALL objects towards the earth at the same rate of speed. Two bodies in the universe attract each other with a force that is equal to the product of their mass and equal to the square distance between them</p> <p>Calculate your weight if you were on planets with less mass have less gravity.: Moon ____ x 0.17= Mars ____ x 0.38= Saturn ____ x 1.32= Uranus ____ x 0.93=</p> <p>How far can you jump? Mark start point on the floor. Jump and measure the distance from the start point. Write it down. Below fill in the chart to see how far you would jump in outer space</p>	<p>Antoine Jones was arrested on Oct. 24, 2005, for drug possession after police attached a tracker to Jones's Jeep -- without judicial approval -- and used it to follow him for a month. A jury found Jones not guilty on all charges save for conspiracy, on which point jurors hung. District prosecutors, upset at the loss, re-filed a single count of conspiracy against Jones and his business partner, Lawrence Maynard. Jones owned the "Levels" nightclub in the District of Columbia. Jones and Maynard were then convicted, but a three-judge panel of the U.S. Court of Appeals for the D.C. Circuit ruled that the Supreme Court specifically stated in a 1983 case regarding the use of a beeper to track a suspect that the decision could not be used to justify 24-hour surveillance without a warrant. (civiced.com)</p>	<p>Now that you have learned about physics, if you were a SuperHero what would your powers be?</p> <ol style="list-style-type: none"> 1 Move at speed of sound or light? 2 Who would your arch nemesis be? 3 If you had super friction what would you be able to do? 4 Lighting Boy is about to strike. Where will you hide? 5 Who would do better in water: Sound Man or Light Man? What about in outer space 	<p>In 1999, Congress declared May Military Appreciation Month to observe and honor the sacrifices made by those in the U.S. Armed Forces. During this month, we recognize: Loyalty Day, VE Day, Armed Forces Day, Military Spouses Day and Memorial Day!</p> <p>Science: https://www.youtube.com/watch?v=kKKM8Y-u7ds Go to the above site and learn more about Newton's laws. PBS digital studios Newton's Laws on youtube.</p>
Independent Practice:	<p>Explain what this quote means to you. In your response, include the terms: "humanity", "responsibility", and "mankind". Why do you believe it is important to learn history? How can this be compared to things we typically find to be enjoyable, like music and art?</p>	<p>Moon ____ x 5.88= Mercury ____ x 2.63= Venus ____ x 1.63= Jupiter ____ x 0.35=</p> <p>LaBron James weights 249 lbs. Use his weight to calculate his weight on different planets.</p>	<p>If you were a judge in this case, what would you have ruled as your final decision? Why did you decide that way? Do you believe using a tracking device on Jones' vehicle to monitor activity on public streets without a warrant was a violation of his rights? If so, what rights were violated?</p>	<p>Answer the questions above. Draw a picture of what the new SuperHero would look like.</p>	<p>Write a letter thanking someone who has served or is serving in the military. Include why they are important and make a difference to the people or our nation.</p>
Check for Understanding:	<p>Share your work and thoughts with a family member and your teacher for discussion and feedback.</p>	<p>Write your answers down. Share them with a family member and /or your teacher.</p>	<p>Share your work and thoughts with a family member and your teacher for discussion and feedback.</p>	<p>Write your answers down. Share them with a family member and /or your teacher.</p>	<p>Share your letters and thoughts with a family member and your teacher for discussion and feedback.</p>

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

Remote Learning Activities for Students

8th Grade -- May 12 (ELA)

	ELA	Extra Challenge
Lesson Title:	Happy 63rd Birthday Homer Simpson!	<p>Research how cartoons are made. It takes 6 months to create one episode of The Simpsons!</p> <p>Create your own cartoon. Use a 6-panel design or a comic book layout.</p> <p>-----</p> <p>Resource Room: Write down the steps on how to turn on your computer and log into your school email.. Don't forget to number the steps.</p>
Objective:	The student will respond to a prompt using effective techniques and descriptive details.	
Standard:	W 8.3	
Materials:	Something to write on and something to write with/computer if possible	
Activities and Instructions:	<p>Did you know that (fictional character) Homer Jay Simpson was born on May 12, 1956 in Springfield, USA? The Simpsons holds the record for the <i>Longest Running Primetime Animated TV Series</i> and the <i>Most Guest Stars Featured in a Television Series!</i></p> <p>What is your favorite cartoon of all time? Explain why. Describe the cartoon for those who aren't familiar with it. If you don't have a favorite cartoon, write about an animated movie (Disney, Pixar) instead.</p>	
Independent Practice:	<p>When writing your response, include as much relevant information as possible. Who's your favorite character? Favorite episode? Include facts about the show if possible.</p> <p>-----</p> <p>Resource Room: Practice spelling patterns by putting each word in a sentence: spelling pattern "augh" . Words: daughter, taught, caught, laughter, naughty</p>	
Check for Understanding:	Reread your essay to verify that you have explained your opinion and backed it up with evidence.	

Every Day: Read for at least 20 minutes and write for 10.

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 12 (Math)

The columns below offer choices for student activities.

		Extra Challenge
Activity Title:	Geometry Volume of Cylinders -Diameter	<p>Look for a pattern to find the value ? in the diagram below.</p> <p><u>Math Quiz</u></p> <p>$5 + 3 = 28$</p> <p>$9 + 1 = 810$</p> <p>$8 + 6 = 214$</p> <p>$5 + 4 = 19$</p> <p>Then $7 + 3 = ?$</p> <p>Mrs. Jones was very proud of her apple tree. One autumn, after harvesting her apples, she called her three sons together. “Here are 150 apples,” she said. “I want you to take them to the market tomorrow and sell them for me.” She gave Paul 15 apples, Nick 50, and Ben 85. “Your job,” added Mrs. Jones, “is to sell the apples in such a way that each of you brings home the same amount of money.” How do they do it?</p>
Objective:	Students will be able to use a formula to find the volume of a sphere.	
Standard:	8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	
Materials:	Paper and Pencil	
Activities and Instructions:	<p>A cylinder has a circular base. Use $A = \pi r^2$ to find the area of the base.</p> $A \approx 3.14 \times 3^2$ $A \approx 3.14 \times 9$ $A \approx 28.26 \text{ cm}^2$ <p>The volume of the cylinder is equal to its base area times its height.</p> $V \approx 28.26 \text{ cm}^2 \times 4 \text{ cm}$ $V \approx 113.04 \text{ cm}^3$ <p>The formula for finding the volume of a cylinder can be expressed as:</p> $\text{Volume} = \pi \times \text{radius squared} \times \text{height}$ $V = \pi r^2 h$ <p>Diameter equals the radius times two. So to find the radius given the diameter you must divide the diameter by 2. For example, if the diameter is 10, then 10 divided by 2 is 5. So the radius is 5.</p>	
Independent Practice:	<ul style="list-style-type: none"> Answer 6 of 9 (4 for resource students all diameter problems) Volume of a Cylinder problems below: 	
Check for Understanding:	Guardian creates two (one for resource students) Volume of Cylinder problems of their own and have their child answer.	

Remote Learning Activities for Students

8th Grade -- May 12 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Science Extra Challenge (Optional)
Activity Title:	Quote Analysis II	Push the book	You Be the Judge II	Sail boat movement	Air Powered Car
Objective:	To identify citizens' roles within a democracy.	Students will explore Newton's third law of motion	To create a persuasive argument	Students will explore newton's third law of motion	Students will engineer an air powered car.
Standards:	SS.CV.1.6-8LC.	MS-PS2-2	SS.CV.4.6-8.LC:	MS-PS2-2	MS-PS2-2
Materials:	Paper and pencil	Book (2), paper and pencil	Paper & Pencil	Sponge, straws (2), paper, sink of water, paper and pencil	Toy car, balloon, tape, paper and pencil
Activities and Instructions:	<p>"Democracy is not simply a license to indulge individual whims and proclivities. It is holding oneself accountable to some reasonable degree for the conditions of peace and chaos that impact the lives of those who inhabit one's beloved extended community." - Aberjhani</p>	<p>Take two books and set them side by side on a cleared off table. Take one book off the table. Place the book that is left on the table close to the edge. Now push the book across the table. Do it two more times. Now switch the books. Do the same thing with the second book. Now answer the questions down below.</p>	<p>Martha raked the leaves in her neighbor's yard every Sunday during the fall. One Sunday Martha was sick, so she asked her friend Ted to rake for her. Martha agreed to pay Ted \$20. Ted raked the leaves and left, but soon after he left, a wind kicked up and spread the leaves over the lawn. The neighbor, having returned from an all-day outing, called Martha to complain about the leaves and refused to pay her. When Martha went to inspect the lawn, she saw that the neighbor was right; leaves were everywhere. Martha photographed the lawn and refused to pay Ted the \$20. (from kidsdiscover.com)</p>	<p>Take your sponge, put one straw in the sponge so it is sticking up. Use a piece of paper to create a sail for your boat. Your sail can be any shape you want it to be. Attach your sail to your straw that is on your boat. Take your second straw, and blow through it, aiming it at your sailboat. Try and get your boat to move. Now place your boat into a sink full of water. Blow through the straw and see if you can get your boat to move.</p>	<p>Design an air powered car with only a toy car, balloon and tape. Draw your design on paper. Construct your air powered car and try to get it to work.</p>
Independent Practice:	<p>Explain what this quote means to you. Using context clues, what do you think proclivities means? What do you believe citizens' duties are when they live in a democracy? How are we, as citizens, responsible for maintaining peace and preventing chaos?</p>	<p>What forces are acting on the books when they are sitting on the table? Answer these questions for both books: What forces are acting on the book when it is pushed? How far did the book go when pushed? Did you have to push the book with a lot of energy or little energy?</p>	<p>The law of Contracts applies here. A contract is an agreement between parties, which creates an obligation to do or avoid doing a particular thing. In this case, Ted's obligation is to rake the neighbor's lawn. Martha's obligation is to pay him \$20 for doing so. Choose a side and write an argument as Ted or Martha using evidence and persuasive writing skills.</p>	<p>After constructing your boat, write your observations on your paper. Some observations could be what your boat looks like, the shape of your sail, etc. How much energy did you have to exert to get your boat to move? Did you have to exert more energy on a dry surface or in water? What would you do differently next time?</p>	<p>Answer these questions about your air powered car: How did you get your car to move? How far did it go? Did your car work the first, second, or third time you tried it? What would you modify on your car to make it exert more energy?</p>
Check for Understanding:	<p>Share your work and thoughts with a family member and your teacher for discussion and feedback.</p>	<p>Do this exercise again with a family member and explain the forces to them. If you can, share your results with your teacher.</p>	<p>Share your work and thoughts with a family member and your teacher for discussion and feedback.</p>	<p>Share your observations with a family member. Try contacting a friend to compare your observations.</p>	<p>Share your car with a family member. Call a friend and ask them to race. Share your data with your teacher if you can.</p>

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

Remote Learning Activities for Students

8th Grade -- May 13 (ELA)

	ELA	Extra Challenge
Lesson Title:	Best/Worst Dream	<p>Highlight any vocabulary words you discovered while researching/writing a draft. Locate definitions in a dictionary or Google the words and determine whether there are synonyms/antonyms. Practice using these words in a sentence.</p> <p>-----</p> <p>Resource room: Write down the steps on how to get a bowl of cereal ready for breakfast. Don't forget to number the steps.</p> <p>Copy the sentence and next circle the cause and underline the effect.</p> <p>Sean had to get a tetanus shot after he stepped on a rusty nail.</p>
Objective:	To research and write a draft and final copy referencing dreams.	
Standard:	RI.8.2, RI.8.6	
Materials:	Pen/Pencil/Paper, Computer if possible.	
Activities and Instructions:	A great deal of information is available about dreams and interpreting dreams. Research/read any info you have available on the subject of dreams. Make a list of any factual information you find and create a draft to use as a reference for your final paper.	
Independent Practice:	<p>Write a one page paper using the factual information you were able to find in your introductory paragraph. In subsequent paragraphs, discuss the best and worst dreams you've had...what specific details about the dream do you recall? Was the dream realistic? State specific reasons as to why you think it was the best/worst dream ever and consider whether or not your dreams provide evidence that lines up with the facts you have researched.</p> <p>-----</p> <p>Resource Room: Practice spelling patterns by putting each word in a sentence: spelling pattern "aw: Words: dawn, crawl, straw, awful, lawn</p>	
Check for Understanding:	Discuss your findings with a family member/friend and compare/contrast their dreams with your own.	

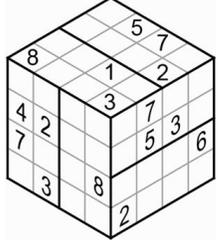
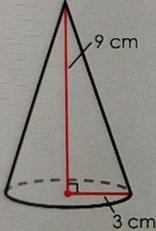
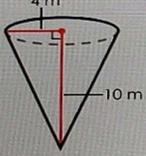
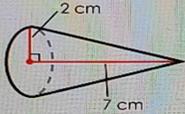
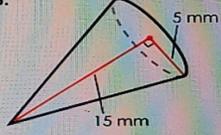
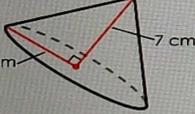
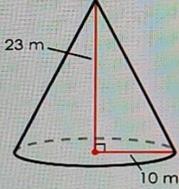
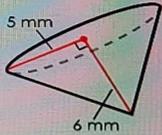
Every Day: Read for at least 20 minutes and write for 10.

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 13 (Math)

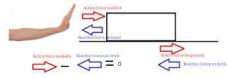
The columns below offer choices for student activities.

		Extra Challenge
Activity Title:	Geometry Volume of Cones	<p>Solve the Sudoku using numbers 1 through 8.</p>  <p>Two Truths & One Lie Which of the three statements below is a lie? Explain how you made your choice.</p> <p>(1) $\frac{5}{6} < \frac{10}{12} < \frac{1}{3}$</p> <p>(2) $\frac{1}{2} < 1 < \frac{3}{4}$</p> <p>(3) $\frac{3}{4} > \frac{1}{2} > -1$</p> <p>One brother says of his younger brother: "Two years ago, I was three times as old as my brother was. In three years' time, I will be twice as old as my brother." How old are they each now?</p>
Objective:	Students will be able to use a formula to find the volume of a cone.	
Standard:	8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	
Materials:	Paper and Pencil	
Activities and Instructions:	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <h3>Volume of a Cone</h3>  $V = \frac{1}{3} \pi r^2 h$ $\approx \frac{1}{3} \cdot 3.14 \cdot 3^2 \cdot 9$ $\approx \frac{1}{3} \cdot 3.14 \cdot 9 \cdot 9$ ≈ 84.78 <p>The volume of the cone is approximately 84.8 cm³.</p> <p><small>PhotoScan by Google Photos</small></p> </div>	
Independent Practice:	<ul style="list-style-type: none"> Answer 4 of the 6 (3 for resource students) Volume of a Cone problems below: <div style="border: 1px solid black; padding: 10px;"> <p>Find the volume of each cone. Use 3.14 for π. Round your answer to the nearest tenth.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"> <p>1. </p> </div> <div style="width: 33%;"> <p>2. </p> </div> <div style="width: 33%;"> <p>3. </p> </div> <div style="width: 33%;"> <p>4. </p> </div> <div style="width: 33%;"> <p>5. </p> </div> <div style="width: 33%;"> <p>6. </p> </div> </div> <p><small>PhotoScan by Google Photos</small></p> </div>	
Check for Understanding:	Guardian creates two (one for resource students) Volume of Cone problems of their own and have their child answer.	

Remote Learning Activities for Students

8th Grade -- May 13 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	SS Extra Challenge (Optional)
Activity Title:	Quote Analysis III	Let's play Ball	So You Think You Can Argue?	Push or Pull	Supreme Decision
Objective:	To identify how we can impact the world around us.	Students will examine the actions in football and determine the forces acting.	To practice persuasive writing	Students will determine if the scenario is a push or pull	To simulate the deliberation process.
Standards:	SS.CV.5.6-8.LC; MdC; MC	MS-PS2-2	SS.CV.4.6-8.MdC.	MS-PS2-2	SS.CV.5.6-8.MdC.
Materials:	Paper and pencil	Paper and pencil	Paper and pencil	Paper and pencil	https://www.icivics.org/games/supreme-decision
Activities and Instructions:	"I'm just trying to do my part to save the world." - J. Cornell Michel	 <p>Player 1 Player 2</p> <p>Answer the questions below after examining the picture above.</p>	Imagine a state legislator. The state is thinking about passing a law that people cannot drive until they are 18 years old. The legislator receives a letter that argues this point. It says "You shouldn't because it's dumb." They receive another that says "I don't like it. You shouldn't". These are poor arguments with little fact or persuasion. The legislator tosses them aside and doesn't take them seriously.	 <p>Pushing and pulling are equal and opposite actions. This is an example of Newton's third law. Can you write this law?</p>	Go to the above website and play the game.
Independent Practice:	Explain something you and/or your family does to "save the world." What do you do that you believe makes the world around you a better place? How does it save the world? Is it good for humanity, the environment, etc. Be descriptive in your explanation.	If player 1 and 2 are exerting the same amount of energy, who is going to move backwards? How do you know? What will happen if player 2 exerts more energy than player 1? Write an explanation of football and forces (ex. Kicking the football, throwing the football, catching the football, etc.)	Write a persuasive letter to the state legislature that has fact, detail and persuasion techniques to argue that the age should not be increased to 18 and remain 16.	List 10 examples of push/pull relationships. Example: pushing a book across the table/the pull of static friction to make it stop. Think sports! There are so many push/pull relationships.	In the game, you will help a Supreme Court Justice make up her mind and influence the decision on the case.
Check for Understanding:	Share your work and thoughts with a family member and your teacher for discussion and feedback.	Discuss different forces in football to a family member. Summarize your discussion in a paragraph. Share with your teacher if you can.	Share your work and thoughts with a family member and your teacher for discussion and feedback.	Share your list with your family and do at least 5 with your family. (ex: bouncing a ball, playing football, wrestling, etc.) Share your list with your teacher if you can,	Share your completion certificate and thoughts with a family member and your teacher for discussion and feedback.

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

Remote Learning Activities for Students

8th Grade -- May 14 (ELA)

	ELA	Extra Challenge
Lesson Title:	Zoo Day!	<p>Write a short story from the POV of an animal that has just transferred from one zoo to another. What would their story say? Are zoos all that different? What about the climate of say a Texas zoo vs a Illinois zoo?</p> <p style="text-align: center;">OR</p> <p>If possible, check out a zoo website to see what you can learn about conservation efforts being made to protect endangered species.</p> <p>Zoos to consider: -Brookfield Zoo -San Diego Zoo -Smithsonian Zoo</p> <p>-----</p> <p>Resource Room: Write down the steps on how to make a frozen pizza. Don't forget to number the steps.</p>
Objective:	Today was the day we were scheduled to go on a field trip to Brookfield Zoo. Since we are unable to do so, you are going to reflect and write about what zoo animals you are most interested in.	
Standard:	W.8.3	
Materials:	Pencil, paper, or computer	
Activities and Instructions:	<p>Zoos are more than just places people can go to see species of animals not found in their backyards. Zoos not only inform people of the animals, but they also provide a large contribution to the conservation of endangered species. Think about what types of animals can be found in zoos and why they might be there (think about times you have gone to a zoo previously). Write down 5 animals you think could be found at a zoo (Brookfield Zoo if you want to be specific) and why they would be there.</p> <p>-----</p> <p>Resource Room: Resource Room: Practice spelling patterns by putting each word in a sentence: spelling pattern "er". Words: earn, certain, service, permit, personal</p>	
Independent Practice:	<p>If we had been able to go to the zoo what are the 5 animals you would have liked to see most and why? (Don't worry about whether the zoo has them or not, just which 5 animals) In your reasoning why do you want to see those animals and give at least one fact you know about that animal.</p> <p>-----</p> <p>Resource Room: Write 4 sets of words that rhyme. Put two of those sets in sentences.</p>	
Check for Understanding:	Share your list with someone in your family. Ask them what animals they would like to see - do you both want to see the same animals? Why or why not? Discuss.	

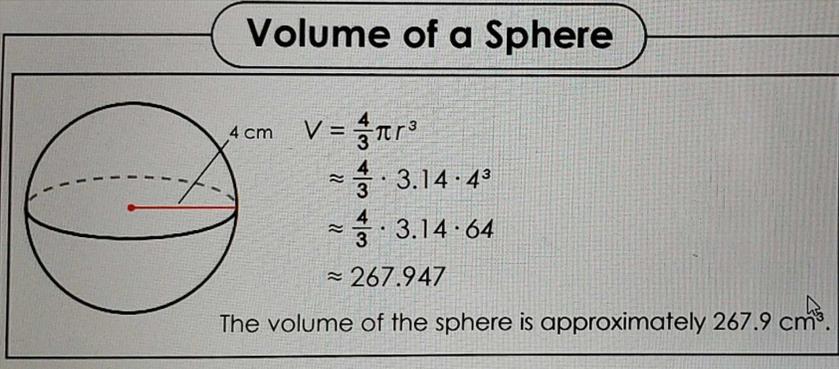
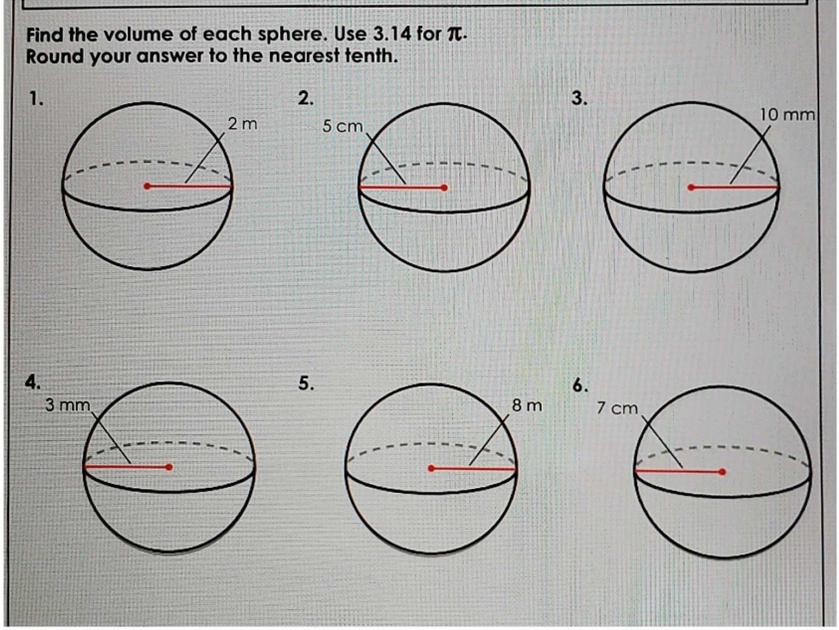
Every Day: Read for at least 20 minutes and write for 10.

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 14(Math)

The columns below offer choices for student activities.

		Extra Challenge
Activity Title:	Geometry Volume of Spheres	<p>There is a clothing store in Bartlesville. The owner has devised his own method of pricing items. A vest costs \$20, socks cost \$25, a tie costs \$15 and a blouse costs \$30. Using the method, how much would a pair of underwear cost?</p> <p>Which One Doesn't Belong?</p>  <p>Which would you rather: \$1 Million OR A penny a day, doubled for a month?</p>
Objective:	Students will be able to use a formula to find the volume of a cone.	
Standard:	8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	
Materials:	Paper and Pencil	
Activities and Instructions:	 <p>PhotoScan by Google Photos</p>	
Independent Practice:	<ul style="list-style-type: none"> Answer 4 of the 6 (3 for resource students) Volume of Sphere problems below:  <p>PhotoScan by Google Photos</p>	
Check for Understanding:	Guardian creates two (one for resource students) Volume of Spheres problems of their own and have their child answer.	

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

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 14 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Science Extra Challenge (Optional)
Activity Title:	Quote Analysis IV	Collision!	Reading Between the Lines	Let's Spin	Ramp it up
Objective:	To analyze reasons we advocate for ourselves and others	To experience Newton's laws in everyday life	To form questions based on missing information	To experience Newton's laws in everyday life.	Students will examine inertia.
Standards:	SS.CV.1.6-8LC	MS-PS2-1	SS.CV.6.6-8.LC	MS-PS2-2	MS-PS2-2
Materials:	Paper & Pencil	Round sports balls (2), a partner, paper and pencil	Paper and Pencil	Marbles or small balls, bowl, paper and pencil	Cardboard or plank of wood, 3 items to go on the ramp, paper and pencil.
Activities and Instructions:	<p>Base your answer to the following on the quote in the box below.</p> <p>Write about a time you stood up to someone in power about something you believed in (or a time you witnessed someone else doing so). What was hard about speaking against power? Why was it necessary to do so? What was the outcome? What were your feelings after it happened? What were your feelings while it was happening?</p>	 <p>Have you ever bounced two balls at the same time? How does that work?</p> <p>With a partner, bounce two balls back and forth at the same time. What happens?</p> <p>Now try to bounce the balls and have them collide in the air. Try it until you can do it at least 3 times.</p> <p>Lastly, stack both balls, one on top of the other and bounce them together.</p>	<p>I am 17 years old. On April 23, I was riding my bike south on the sidewalk on Elm Street. I was in a hurry because it was starting to get dark and I don't have a light on my bike. I rode past the Speedy Mart, the hardware store and the drug store. I was riding on the sidewalk because the traffic was heavy. There were a few people walking on the sidewalk so I had to weave in and out so I wouldn't hit them. When I looked at the traffic light it was green so I rode into the intersection in the crosswalk. Before I knew it, I was hit by a car that was turning from Elm Street onto 3rd Avenue. I only remember thinking "I'm gonna die." I woke up in the ambulance with a badly broken leg. I had surgery to put pins in my leg to help it heal. It still hurts sometimes. (teaching civics.org)</p>	<p>Have you ever seen those coin wells where a coin is put into a ramp and then when let go, it spins around and around down the well into the big bottom part that collects the money? I've seen them in malls, museums, and zoos.</p> <p>Using this same idea, I want you to get a big bowl and a small bouncy ball. Put the ball in the bowl and start spinning the bowl. What happens to the ball? If you spin it too hard what will happen? If you spin it too slow what is the result? What motion do you have to obtain to keep the ball rolling?</p>	<p>Construct a ramp out of cardboard or a plank of wood. The ramp needs to be able to increase the angle and decrease the angle (move up and down). For each object you have you are going to move the ramp up and down to find the optimum angle for the object to move. Record your data on paper. Use the questions below as a guide. Make sure you list each item you used on your ramp (plastic food container, marble, TV remote, etc)</p>
Independent Practice:	<p>"It can be difficult to speak truth to power. Circumstances, however, have made doing so increasingly necessary." - Aberjhani</p>	<p>On your paper, record your findings. Answer the questions from the section above and describe what is happening when the balls collide with each other. What happens when you bounce both balls together?</p>	<p>Based on the minimal information, what actions can you identify that he did wrong? What factors are not included that you would need to know to make an informed decision on the case? What questions would you ask him? What questions would you ask the driver of the car?</p>	<p>Write a letter to a friend about your experiment. Explain to them what you did, how you did it (including the forces you saw and experiences), and challenge them to do it too.</p>	<p>For each object think about and write your observations: Did I need to move the ramp up or down? What was the best angle for this object? Explain the steps you took to find the optimum angle.</p>
Check for Understanding:	<p>Share your work and thoughts with a family member and your teacher for discussion and feedback.</p>	<p>Share your data with your family and if you can, your teacher.</p>	<p>Share your work and thoughts with a family member and your teacher for discussion and feedback.</p>	<p>Share your letter with your family and your teacher if you can.</p>	<p>Share your work with your family and if you can your teacher.</p>

Every Day: Read something from the news or MyOn. Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 15 (ELA)

	ELA	Extra Challenge
Lesson Title:	Jessica Watson - Hero Teen	Find books or movies about real life teenage heroes and identify the qualities and characteristics that set them apart from the rest. ----- Resource Room: Write down the steps on how to wash your jeans in a washing machine. Ask parents for help. Don't forget to number the steps.
Objective:	The student will write a narrative using effective techniques to describe a fantasy travel experience.	
Standard:	W 8.3	
Materials:	Something to write on and something to write with/computer if possible	
Activities and Instructions:	<p>Jessica Watson, at age 16 became the youngest person to sail solo, non-stop and unassisted around the world!</p> <p>If you could do anything, and you had to do it by yourself, what would it be? Would you sail around the world? Would you climb Mt. Everest? Would you trek across the Arctic? Would you travel the Nile or the Mississippi from beginning to end? Would you live in the jungles of Africa to study the lions or gorillas? Would you be the first kid to do it?</p> <p>Focus on correct sentence structure, grammar usage, and mechanics.</p> <p>----- Resource Room: What is the difference between a synonym and an antonym? Write two sentences explaining this.</p>	
Independent Practice:	<p>Write an essay describing your adventure. Be sure to explain why you chose it. Include people, places, required gear (items), how long it would take, and possible problems.</p> <p>----- Resource Room: Practice spelling patterns by putting each word in a sentence: spelling pattern "oo". Words: choose, loose, shampoo, proof, foolish</p>	
Check for Understanding:	<p>Did you include all of the important details to tell a complete story? Does your story make sense to others? Have you supported your ideas with relevant details?</p>	

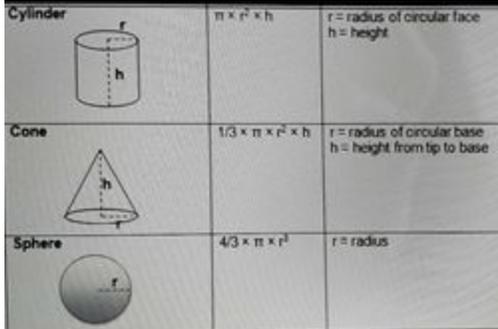
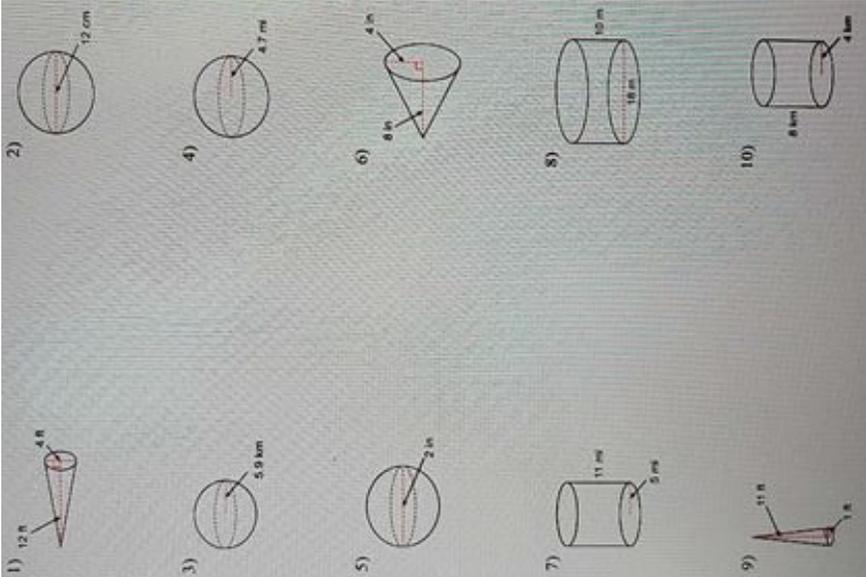
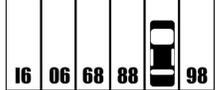
Every Day: Read for at least 20 minutes and write for 10.

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 15 (Math)

The columns below offer choices for student activities.

		Extra Challenge
Activity Title:	Geometry Volume of Cones, Cylinders and Spheres	
Objective:	Students will be able to use a formula to find the volume of a cone, cylinders, or sphere.	
Standard:	8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	
Materials:	Paper and Pencil	
Activities and Instructions:	<p>Formulas:</p> <p>Radius equals diameter divided by two</p> 	<p><u>Where's the Gold?</u></p> <p>Two boxes are labeled "A" and "B". A sign on box A says "The sign on box B is true and the gold is in box A". A sign on box B says "The sign on box A is false and the gold is in box A". Assuming there is gold in one of the boxes, which box contains the gold?</p>
Independent Practice:	<p>Answer 6 of the 10 (3 for resource students) mixed problems on each page (1-10 and then 11-20) of each type of problems.</p>  <p>11. A sphere with a radius of 11 inches. 12. A cone with radius 6 meters and a height of 12 meters. 13. A cylinder with a radius of 8 yards and a height of 12 yards. 14. A cone with diameter 20 yards and a height of 20 yards. 15. A cylinder with a diameter of 12 meters and a height of 10 meters. 16. A sphere with a radius of 12 miles. 17. A cylinder with a radius of 10 cm and a height of 5 cm. 18. A cone with a diameter 16 meters and a height of 16 meters. 19. A sphere with a diameter of 21.6 feet. 20. A cylinder with a radius of 5 feet and height of 11 feet.</p>	<p>In what number parking spot is the car parked?</p>  <p>A cowboy gallops into town on Monday, stays for two days, and leaves town on Monday.</p>
Check for Understanding:	Guardian creates two problems of each type (one for resource students) problems of their own and have their child answer.	

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

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 15 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	SS Extra Challenge (Optional)
Activity Title:	Quote Analysis V	High Five	Forming Arguments	Action/ Reaction	We the Jury
Objective:	To identify opportunities for change and growth	To feel different forces.	To use information to form an argument.	To be able to describe forces acting on objects.	To simulate jury service as a responsibility of citizenship
Standards:	SS.CV.5.6-8.LC; MdC; MC	MS-PS2-2	SS.CV.6.6-8.LC.	MS-PS2-1	SS.CV.5.6-8.MdC.
Materials:	Paper and Pencil	Paper and Pencil	Paper and pencil	Paper and pencil	https://www.icivics.org/games/we-the-jury
Activities and Instructions:	"In the face of impossible odds, people who love this country can change it." -Barack Obama	Give a family member a high five or fist bump, then answer the questions.	Tony and several of his friends were riding their bikes around the neighborhood on Friday, March 15. At about 6:00 p.m. a few kids from a different neighborhood rode by Tony and his friends. They teased Tony and his friends and dared them to throw stones at Mr. Wiley's windows. Mr. Wiley is an old man who often tells the children to stay off his property. Several windows were broken, and when Mr. Wiley ran out of his house to stop the children, he recognized Tony. The State has now charged Tony with the crime of vandalism. (teaching civics.org)	How does a fish move through the water? Think of how their fins push on the water.	Go to the above website and play the game.
Independent Practice:	Identify something in your community, state or country that you see as a problem that needs a solution. What is this opportunity for growth? What do you think can be done to change it? What are the first steps that need to be taken for the solution? What would your final goal be?	Did you feel a force when your hands met? What was the direction of the force you felt? Were the forces acting on your hands going in the opposite direction?	Put yourself in the place of Tony and Mr. Wiley. Create a potential argument or defense of each person based on what you already know. You will have to use your imagination and create backstory of your own to be able to create these "stories" or arguments from each person.	In 3-5 sentences, how do the fins of the fish interact with the water? What is the action? What is the reaction?	In the game, you will decide a tough case while learning about what jurors discuss in the deliberation room.
Check for Understanding:	Share your work and thoughts with a family member and your teacher for discussion and feedback.	Compare your answers with the family member who did this activity with you..	Share your work and thoughts with a family member and your teacher for discussion and feedback.	Share your answers with a family member. If able, share with your teacher.	Share your completion certificate and thoughts with a family member and your teacher for discussion and feedback.

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

Remote Learning Activities for Students

8th Grade -- May 18 (ELA)

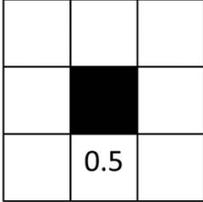
	ELA	Extra Challenge
Lesson Title:	Mount St. Helens Erupts 40 years ago TODAY!	<p>Write a story about someone who had to leave their home before Mount St. Helens erupted. What would they take with them? What would their thoughts be like? Maybe write the story in a journal (1st person POV).</p> <p style="text-align: center;">OR</p> <p>If you want to read the rest of the article, here is the link: https://www.history.com/this-day-in-history/mount-st-helens-erupts</p> <p>Here's another site for more info: https://www.theatlantic.com/photo/2015/05/the-eruption-of-mount-st-helens-in-1980/393557/</p> <hr/> <p>Resource Room: Write down the steps on how to get to FMS starting at your house. Ask your parents for help with street names. Don't forget to number the steps.</p>
Objective:	Forty years ago today. Mount St. Helens in Washington state erupted. Read the article excerpt about the eruption and write about it.	
Standard:	RI.8.2, RI.8.4, W.8.3	
Materials:	Paper, Pencil, or Computer	
Activities and Instructions:	<p>Read the below excerpt on Mount St. Helens:</p> <p><i>“Throughout April, scientists watched a bulge on the north side of Mount St. Helens grow larger and larger. Finally, on May 18 at 8:32 a.m., a sudden 5.1-magnitude earthquake and eruption rocked the mountain. The north side of the peak rippled and blasted out ash at 650 miles per hour. A cloud of ash, rocks, gas and glacial ice roared down the side of the mountain at 100 mph. Fourteen miles of the Toutle River were buried up to 150 feet deep in the debris. Magma, at 1,300 degrees Fahrenheit, flowed for miles.</i></p> <p><i>The 24-megaton blast demolished a 230-square-mile area around the mountain. Geologist Dave Johnston was the closest to the eruption when it blew. He was on his radio that morning and was only able to say, ‘Vancouver, Vancouver, this is it!’ before his truck was pushed over a ridge and he was killed.</i></p> <p><i>Millions of trees were scorched and burned by the hot air alone. When the glacier atop the mountain melted, a massive mudslide wiped out homes and dammed up rivers throughout the area. The plume of ash belched out for nine hours; winds carried it across the state and as far away as Minneapolis, Minnesota. The falling ash clogged carburetors and thousands of motorists were stranded. Fifty-seven people died overall from suffocation, burns and other assorted injuries. Twenty-seven bodies, including that of the stubborn Harry Truman, were never found. Mount St. Helens went from 9,600 feet high to only 8,300 feet high in a matter of seconds.”</i></p> <p>What do the words in BOLD mean? Write the words and their definitions (using context clues to figure them out).</p> <p>-----</p> <p>Resource Room: Write a list of ten action words and use each one in a sentence.</p>	
Independent Practice:	<p>After having read the passage above, how do you think people could have better prepared for the eruption of Mount St. Helens? Do you think they did enough? Do you think it might erupt again? Why or why not? If it did erupt again, how do you think people would respond? Write your thoughts out.</p> <p>-----</p> <p>Resource Room: Practice spelling patterns by putting each word in a sentence: spelling pattern “ir” . Words : dirty, thirteen, firm, third, shirt</p>	
Check for Understanding:	<p>What did you think about the article excerpt? Share your thoughts with someone in your family. If you talk with an older family member (parent, grandparent, aunt, uncle, etc.) do they remember the eruption of Mount St. Helens? Can they tell you about it? Discuss.</p>	

Every Day: If you're in band/orchestra/chorus, don't forget to practice every day! **Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- May 18 (Math)

The columns below offer choices for student activities.

	This week's math concept and skills students need in preparation for algebra readiness. Integers, the number line, and integer operations	Extra Challenge
Activity Title:	Number Lines	Write the numbers 0.2, 0.3, 0.4, 0.6, 0.7, 0.8, 0.9 in the correct place so that each side of the square adds up to 1.8. 
Objective:	Students will be able to solve inequalities using a number line.	
Standard:	7.NS.A1, 7.NS.A2, 7.NS.A3, 7.EE.A, 8.NS.A, 8.EE.A	
Materials:	Paper and Pencil	
Activities and Instructions:	If the integer is not part of the solution, go to the next whole number and start there. $X > 0$ <u>-5 -4 -3 -2 -1 0 1 2 3 4 5</u> $X < 0$ <u>-5 -4 -3 -2 -1 0 1 2 3 4 5</u> • Some of the answers there might be NO solution as the answer. For some others the answer might be “All integers meet the condition”.	
Independent Practice:	Using a number line, mark on it what the values would be. (Can use bolding or different text colors to show solution) <ol style="list-style-type: none"> $x \geq 1$ <u>-5 -4 -3 -2 -1 0 1 2 3 4 5</u> $x = -4$ <u>-5 -4 -3 -2 -1 0 1 2 3 4 5</u> $x \leq -1$ <u>-5 -4 -3 -2 -1 0 1 2 3 4 5</u> $x > 1$ and $x < 4$ <u>-5 -4 -3 -2 -1 0 1 2 3 4 5</u> $-5 < x \leq 1$ <u>-5 -4 -3 -2 -1 0 1 2 3 4 5</u> $-2 \leq x \leq 3$ <u>-5 -4 -3 -2 -1 0 1 2 3 4 5</u> $x > 1$ or $x < -2$ <u>-5 -4 -3 -2 -1 0 1 2 3 4 5</u> $x \leq -3$ or $x \geq 0$ <u>-5 -4 -3 -2 -1 0 1 2 3 4 5</u> $x \leq 3$ or $x \geq 4$ <u>-5 -4 -3 -2 -1 0 1 2 3 4 5</u> $x > 1$ and $x < -2$ <u>-5 -4 -3 -2 -1 0 1 2 3 4 5</u> $x \leq 3$ or $x \geq -3$ <u>-5 -4 -3 -2 -1 0 1 2 3 4 5</u> $3 \leq x \leq 2$ <u>-5 -4 -3 -2 -1 0 1 2 3 4 5</u> <ul style="list-style-type: none"> Answer 10 of the 12 (5 for resource students) order of operation problems : 	How far can a dog run <i>into</i> the woods? What can be found once in a minute, twice in a moment, and never in a thousand years? Find the value of each icon in the multiplication table below: 
Check for Understanding:	Guardian creates two (one for resource students) equations for the number line. If possible, students return their work to their teacher.	

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

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 18 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Science Extra Challenge (Optional)
Activity Title:	Geography Bee	Newton's Third Law	Travel Brochure	Newton's Third Law	Newton's Cradle
Objective:	To review concepts learned this year	To describe forces.	To identify attractions of your community	To be able to describe forces acting on objects.	To simulate how Newton's Cradle works.
Standards:	SS.G.1.6-8.LC. U	MS-PS2-2	SS.G.3.6-8.LC.	MS-PS2-1	MS-PS2-1
Materials:	Paper and pencil	Paper and pencil	Paper, Pencil, Coloring materials (Computer document optional)	Paper and pencil	Paper, pencil, and computer
Activities and Instructions:	Think back to all the things you learned in your geography class this year. Create a set of 6 questions to be included in a geography bee. Follow the guidelines below and make sure to include the correct answers!	When you watch a group of sprinters line up for the 100 meter dash, you will notice that most of them use 'blocks', which are the things that are anchored in the ground that the sprinters push off from when they start the race. These blocks must help the runners, otherwise the sprinters would not use them.	Identify attractions of your hometown. Places that people would want to visit if they came here!	Explain how paddling a canoe allows the canoe to travel forward using Newton's 3rd law. Think of how your paddle moves through the water and how the canoe responds to the motion of the paddle.	https://www.waliter-fendt.de/html5/phen/newtoncradle_en.htm
Independent Practice:	2 multiple choice 2 true/false 2 fill in the blank	In terms of Newton's 3rd law, how do these blocks help the sprinters? Describe the forces. Answer in 3-5 sentences.	Create a travel brochure to promote your community and highlight your chosen attractions. Include pictures and descriptions of the places you chose! Use persuasive writing elements to get visitors.	In 3-5 sentences, describe how the paddle interacts with the water? What is the action? What is the reaction?	Go to the above site to simulate Newton's Cradle.
Check for Understanding:	Share your work with a family member and your teacher for discussion and feedback.	Share your answers with a family member. If able, share with your teacher.	Share your work with a family member and your teacher for discussion and feedback.	Share your answers with a family member. If able, share with your teacher.	Share your ideas with a family member on why you believe it moves the way it does.

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

Remote Learning Activities for Students

8th Grade -- May 19 (ELA)

	ELA	Extra Challenge
Lesson Title:	Favorite Food Places	<p>Write a poem about your favorite food - it can be as silly as you like!</p> <p style="text-align: center;">OR</p> <p>Check online to see if you can find a copycat recipe for your favorite restaurant food. See if you can make it at home!</p> <p>-----</p> <p>Resource Room: Write down the steps on how to make your bed.. Don't forget to number the steps.</p> <p>Would you rather eat at Mcdonalds or Wendys? What is your favorite thing on the menu? Write a 4-5 sentence paragraph telling why?</p>
Objective:	Everyone has a favorite food and a favorite place to get food. Today students will explore their own favorites and explain why their favorites are the best.	
Standard:	W.8.3	
Materials:	Paper, Pencil, or Computer	
Activities and Instructions:	What are your favorite places to eat? Write a list of your top 5 places to go out to eat at. (Grandma's house definitely counts!) For each location, write down your favorite food to eat (or top few choices if you like more than one thing).	
Independent Practice:	<p>Narrow your choices down even more and decide what restaurant (or place) you can't wait to visit again once we are able to go out to eat again. Which place do you want to go to and what are you going to get to eat? Write a short argumentative essay persuading your reader why that restaurant (place) and that food should be their number one choice to go to as soon as they can. Be sure to give more than one reason why that food is the best!</p> <p>-----</p> <p>Resource Room: Practice spelling patterns by putting each word in a sentence: spelling pattern"ear". Words : earn, early, learning, heard, pearl</p>	
Check for Understanding:	Share your argument with someone at your house and see if you can convince them to agree with you.	

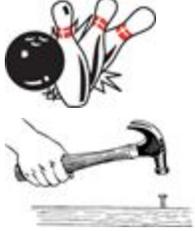
Every Day: Read for at least 20 minutes and write for 10.

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 19 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	SS Extra Challenge (Optional)
Activity Title:	World ABCs	Acceleration	I've Got the Whole World	Action/ Reaction	National Inventors Month
Objective:	To identify locations in the world	To calculate and compare acceleration.	To identify major features of the world	To be able to name the forces acting on moving objects.	To use your creativity and imagination
Standards:	SS.G.1.6-8.LC.	MS-PS2-2	SS.G.1.6-8.LC.	MS-PS2-1	
Materials:	Paper and pencil, map	Paper and pencil	Paper, pencil, coloring materials	Paper and pencil	Will vary
Activities and Instructions:	Label A-Z down the left side of a piece of paper. For each letter, write a place in the world that starts with that letter.	A cannon-ball with a mass of 20 kg is fired from a cannon with a mass of 500 kg. The cannon-ball is accelerated at 200 m/s ² ?	Create a world map. Draw it out. Label as much as you can. See below: Do as much as you can by yourself first. Then, research things you may have missed.	Look at the pictures and answer the questions. 	This is a month to recognize curiosity and imagination! Inventors engineer creative solutions to problems. They bring something into this world that we didn't know we needed.
Independent Practice:	Try to do this without a map to start. Use a map once you have run out of ideas.	a. Why does the cannon recoil? (recoil means move backwards when it is fired) b. Calculate the acceleration of the cannon? Hint: $A = \frac{F}{M}$	Try to label: -7 continents -4 oceans -Major countries -Major rivers -Seas -Major mountain ranges	For each picture determine: Action Force: What exerts it? Onto what is it exerted? Reaction Force: What exerts it? Onto what is it exerted? EXAMPLE:  Action Force: What exerts it? The plane's propeller Onto what is it exerted? The air behind the plane Reaction Force: What exerts it? The air behind the plane Onto what is it exerted? The plane's propeller	Think of a problem you or others face. Create an idea for an invention to solve that problem. Write a paragraph explaining what the problem is and your idea to fix it. Draw a picture or create a prototype to share!
Check for Understanding:	Share your work with a family member and your teacher for discussion and feedback.	Share your calculations with a family member and if able, share with your teacher.	Share your work with a family member and your teacher for discussion and feedback.	Share your work with a family member and if able, share with your teacher.	Share your work and thoughts with a family member and your teacher for discussion and feedback.

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

Remote Learning Activities for Students

8th Grade -- May 20 (ELA)

	ELA	Extra Challenge
Lesson Title:	Two shoes!	Draw a prototype or example of your product. Label the parts, and identify the changes. [As if you were going to file for a patent on your new and improved product!] ----- Resource Room: Write down the steps on how to order a pizza from Pizza Hut. You will need to decide if you want it delivered or will you pick it up. Don't forget to number the steps.
Objective:	The student will identify a product and construct an argumentative essay on how the product could be modified to make it better for society.	
Standard:	RI - 8.1, .8 Cite evidence and evaluate arguments W - 8.1, .3, .4 Produce a clear, coherent argumentative essay.	
Materials:	Something to write on and something to write with/computer if possible	
Activities and Instructions:	For the first time on May 20, 1310, shoes were made for both the left AND right feet! Write an essay describing what item would you improve if you could? How would you change it and why would it be better? Your improvement might not actually be possible, but I'm betting you've thought about how something could be made better!	
Independent Practice:	Answer the following questions: What would you change? How would you change it (the product) and why would it be better? Be sure to fully explain your reasoning! ----- Resource Room: Practice spelling patterns by putting each word in a sentence: spelling pattern "oi". Words: noise, choice, appoint, moisture, broil	
Check for Understanding:	Even if your improvement isn't possible right now, is it still a logical improvement? What do others think?	

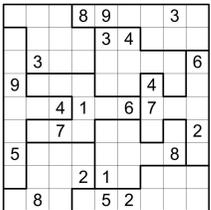
Every Day: Read for at least 20 minutes and write for 10.

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- May 20 (Math)

The columns below offer choices for student activities.

		Extra Challenge
Activity Title:	Integer Simple Word Problems	<p>If you go to the movies and you're paying, is it cheaper to take one friend to the movies twice, or two friends to the movies at the same time?</p> <p>One is to three as three is to five and five is to four and four is the magic number.</p> <p>What is the pattern?</p> <p>Jigsaw Sudokus (also known as Irregular, Nonomino, or Geometric Sudoku) are very similar to regular Sudoku puzzles, but instead of 3x3 blocks, they are divided into irregular jigsaw-like shapes. Each row, column and jigsaw shape contains all of the digits 1 thru 9.</p> 
Objective:	Students will be able to find the integers that solve the problems	
Standard:	7.NS.A1, 7.NS.A2, 7.NS.A3, 7.EE.A, 8.NS.A, 8.EE.A	
Materials:	Paper and Pencil	
Activities and Instructions:	<p>Find two consecutive even numbers whose sum is 30</p> $x + (x + 2) = 30$ $2x + 2 = 30$ $\underline{-2 = -2}$ $2x = 28$ $\frac{2x}{2} = \frac{28}{2}$ $x = 14 \text{ is one number}$ <p>30 - 14 = 16 is other even number</p> <p>The sum of 2 and three times a number equals 11.</p> $2 + 3x = 11$ $\underline{-2 = -2}$ $3x = 9$ $\frac{3x}{3} = \frac{9}{3}$ $x = 3$	
Independent Practice:	<p>Find the number</p> <ol style="list-style-type: none"> The sum of two consecutive integers is 17. Find two consecutive odd integers that the sum is 16. The sum of 10 and a number divided by four is 17. Find two consecutive negative integers whose sum is -35. The sum of 20 and a number divided by five is 24 The difference between three times a number and 15 is equal to 30 The sum of two consecutive integers is 14. The difference between five times a number and 53 is equal to 2. The sum of 4 and three times a number equals 13 The sum of 12 and four times a number is equal to 28 The difference between two times a number and 20 is equal to 4 Find two consecutive odd integers that have the sum of 20. <ul style="list-style-type: none"> Answer all 12 (6 for resource students) if the integer problems 	
Check for Understanding:	Guardian creates two (one for resource students) integer problems. If possible, students should send their work to their teacher.	

Remote Learning Activities for Students

8th Grade -- May 20 (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS option & one Science option to do today.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Science Extra Challenge (Optional)
Activity Title:	Vacation!	Acceleration	This Land is Your Land	Action/ Reaction	Forces
Objective:	To explain the features of a location	To calculate and compare acceleration.	To identify major features of the U.S.	To be able to name the forces acting on moving objects.	To identify forces acting on different objects.
Standards:	SS.G.3.6-8.MdC.	MS-PS2-2	SS.G.1.6-8.MdC.	MS-PS2-1	MS-PS2-1
Materials:	Paper and pencil	Paper and pencil	Paper, pencil, coloring materials	Paper and pencil	Paper and pencil
Activities and Instructions:	Think about a place you have visited outside of your local community. For example, a place you have gone on vacation.	Two boys are sitting on chairs with wheels. John has a mass of 65 kg, Paul has a mass of 45 kg. They push off each other with a force of 120 N.	Create a map of the United States. Draw it out. Label as much as you can. See below: Do as much as you can by yourself first. Then, research things you may have missed.	Look at the pictures and answer the questions. 	Look around for different objects and determine the forces acting on them.
Independent Practice:	Location - Describe where you went in terms of absolute/relative location. Place- What were the physical and human features of where you went? Movement - How did you get there and back? How long did it take? Region - What region of the US or continent were you at? Human-Environment Interaction - How did you interact with your environment than is different than at home?	a. Who will have the greater acceleration? <i>Why?</i> b. Calculate the acceleration of each boy. $A = \frac{F}{M}$	Try to label: -States -Regions -Capitals -Major rivers -Lakes -Surrounding oceans -Major mountain ranges	For each picture determine: Action Force: What exerts it? Onto what is it exerted? Reaction Force: What exerts it? Onto what is it exerted?	List 5 objects in your home and list the forces acting on them.
Check for Understanding:	Share your work and thoughts with a family member and your teacher for discussion and feedback.	Share your calculations with a family member and if able, share with your teacher.	Share your work with a family member and your teacher for discussion and feedback.	Share your work with a family member and if able, share with your teacher.	Ask a family member to list the different forces they know.

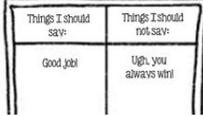
Every Day: Read something from the news or MyOn. **Parent Signature:** _____

Remote Learning Activities for Students

8th Grade -- (SEL) Theme: Problem Solving/Conflict Resolution

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

Social Emotional Learning Choice Board aligns with standards 2D.1a Identifies problems and conflicts and 2D.1b Applies problem solving steps to constructively resolve problems and conflicts.

<p>Play a Game</p> <p>Playing games with peers/family involves learning to get along and figuring out rules together.</p>  <p>Talk about ways you figured out how to resolve a conflict.</p> <p>Write or draw about it.</p>	<p>Take these scenarios and brainstorm how you can solve them:</p> <ol style="list-style-type: none"> 1. My homework is not complete. 2. I didn't eat my breakfast. 3. My peers are making rumors about me 4. My best friend won't talk to me 5. My teacher is "mean" to me. 	<p>WHAT SHOULD I SAY? WHAT SHOULDN'T I SAY?</p> <p>When you are having a conflict with a peer or family member, there are things you should and should not say. Make a chart like the one below.</p> 
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Sometimes asking for help can be a hard thing to do, but it is a skill we must all learn. When we have help we are more successful and get frustrated less. Use the following scenarios to practice asking for help in an assertive way. Look at the person you are talking to, sit/stand up straight, use a respectful, clear, and calm voice. The best and easiest time to ask for help is before you become frustrated.

Example: You are having trouble finding your favorite shirt.

Ask for help: Dad, can you please help me find my blue shirt? I have looked in my dresser and under my bed and I cannot find it.

Scenarios:

- ★ You are not understanding a math assignment.
- ★ You need to clean your room, but the mess is overwhelming.
- ★ Your siblings keep bugging you even though you have asked them to stop.
- ★ You can't figure out how to play a game you really want to play.

SCALE THE PROBLEM

When you have a problem, think to yourself, "How big is this problem?"

Use self-talk. Is this a small, medium or big problem?

Small Problem
Will this even matter in an hour?
Can I move on with my day?
Can I ignore it?

Medium Problem
Do I need to talk to someone about this?
Will I be unable to move on if this doesn't get resolved?

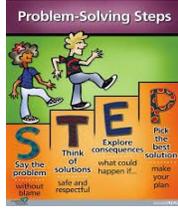
Big Problem
Is someone in danger?
Have I tried multiple times to resolve this?
Do I need to get an adult to help me?

Think? How big is my problem? Can I handle it by myself, or do I need an adult to help me?

Read the situations and scenarios already listed on this choice board. Sort them into the 3 areas; small, medium, and big problems.

THINK OF POSITIVE WAYS YOU CAN SOLVE THE FOLLOWING PROBLEMS.

- ★ You bumped a family members workspace and their items fell on the floor.
- ★ When you were eating lunch your drink spilled all over a family member's things.
- ★ You pulled a book off of your bookshelf and a second book fell off of the shelf hitting a family member in the head.
- ★ You were trying to put a family member's artwork on the refrigerator and a corner of the paper tore.



CONTROL OR NO CONTROL

In life, there are things you can control and things you cannot control. You can control yourself, your thoughts, your feelings, and your actions.

Some things you do not have control over right now are having to stay home, what you get to eat for dinner, and/or who you get to play with.

Draw pictures or make a list of things you can control on one piece of paper and on another piece of paper draw pictures or make a list of the things you do not have control over.

Discuss the things you can't control with someone and see if they can help you solve any problems you have on that paper. Then put the paper of things you can control on top of the other paper and put it somewhere you will see it. Focusing on what you can control will help you have a positive attitude and remind you of all of the wonderful things in your life.

When you are trying to solve a problem it is important for you to communicate in an assertive way. Look at the person you are talking to, sit/stand up straight, use a respectful, clear, and calm voice. Use the scenarios below to practice using assertive communication.

Example: Your family member took your favorite book without asking and a page got ripped.

Assertive Response: I am upset that you ripped a page in my favorite book. Next time, please ask if you can borrow my book before taking it and please take care of it while you are reading it.

Scenarios:

- ★ A family member has been watching tv for an hour and you would like a turn to watch a show you like.
- ★ You do not like what was made for supper.
- ★ Your sibling pushed you down on purpose.
- ★ A family member is being too loud of you to concentrate on your work.
- ★ A family member ate the last piece of your favorite candy.

It's OK to Fail

Children need to know it is okay to fail. By having an open dialogue with your child, they will have more confidence in making decisions, making it ok to fail and to try again.

Huddle Up Question

Huddle up with your kids and say, "Growing up, one of the biggest problems I had to solve was... I was able to solve it by..."

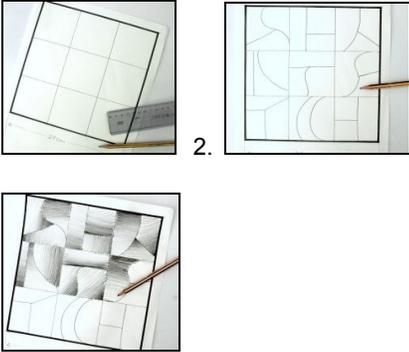
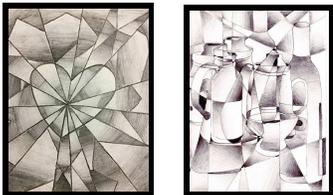
Have a good conversation about this. Draw or write about what you discussed.

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- (Electives)

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

Art	Music	PE/Health														
<p>Students will explore several aspects of cubism* to create two “fractured” drawings. Materials → Paper and Pencil(s). Standards: A:Cr2.3.8a , VA:Cr2.1.8a</p> <p>Day 1 → On a 6” x 6” or 9” x 9” piece of paper, create a grid of nine equal squares. 2 → In each square, draw two lines by hand, which can be curved, vertical, horizontal, wavy, or diagonal in order to create three separate areas in each square. 3 → By layering and through different pressures with your pencil, shade in <u>each section of each square</u> with different values (from light to dark). For greater interest, <u>rotate your drawing as you work</u>. This assignment can also be processed using several values of one color--in each section within the squares.</p> 	<p>MU:Pr4.1.6 Choose one song that you performed this year. It can be a song from any of the concerts. Reflect upon that song a write 2 paragraphs (3-4 sentences each) that answer the questions below.</p> <p>Paragraph 1: What is the title or the song? What was the song about/ What is one thing you remember learning about the meaning of the song or the composer? What are 2 skills you remember working on while rehearsing this song? (example: vowels, F naturals, staccato, dynamics).</p> <p>Paragraph 2: Why did you choose to write about this song? Did you enjoy learning this song? Would you recommend this song to future 8th grade musicians?</p> <p>Go above and beyond: If you are able, go online and find a good recording of the song you chose. Read your paragraphs to someone at home and have them listen to your recording. Have a conversation about what they liked about the song.</p>	<p>Students will work towards the state standards of (19) acquire movement and motor skills and (20) maintain a health enhancing level of physical fitness.</p> <p>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.</p> <p>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.</p> <p>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!</p> <table border="1" data-bbox="1096 976 1518 1459"> <tbody> <tr> <td>DAY 1 PLANK - 15 SECONDS PUSH UPS - 5 SQUATS - 20</td> <td>DAY 2 PLANK - 20 SECONDS PUSH UPS - 6 SQUATS - 25</td> </tr> <tr> <td>DAY 3 PLANK - 20 SECONDS PUSH UPS - 8 SQUATS - 30</td> <td>DAY 4 PLANK - 25 SECONDS PUSH UPS - 8 SQUATS - 30</td> </tr> <tr> <td>DAY 5 PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 35</td> <td>DAY 6 PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 40</td> </tr> <tr> <td>DAY 7 PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 45</td> <td>DAY 8 PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 55</td> </tr> <tr> <td>DAY 9 PLANK - 45 SECONDS PUSH UPS - 15 SQUATS - 55</td> <td>DAY 10 PLANK - 50 SECONDS PUSH UPS - 15 SQUATS - 65</td> </tr> <tr> <td>DAY 11 PLANK - 50 SECONDS PUSH UPS - 17 SQUATS - 75</td> <td>DAY 12 PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 85</td> </tr> <tr> <td>DAY 13 PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 90</td> <td>DAY 14 PLANK - 65 SECONDS PUSH UPS - 20 SQUATS - 100</td> </tr> </tbody> </table> <p>NOTES! *REPEAT TWICE A DAY FOR TWO WEEKS.</p>	DAY 1 PLANK - 15 SECONDS PUSH UPS - 5 SQUATS - 20	DAY 2 PLANK - 20 SECONDS PUSH UPS - 6 SQUATS - 25	DAY 3 PLANK - 20 SECONDS PUSH UPS - 8 SQUATS - 30	DAY 4 PLANK - 25 SECONDS PUSH UPS - 8 SQUATS - 30	DAY 5 PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 35	DAY 6 PLANK - 30 SECONDS PUSH UPS - 10 SQUATS - 40	DAY 7 PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 45	DAY 8 PLANK - 40 SECONDS PUSH UPS - 13 SQUATS - 55	DAY 9 PLANK - 45 SECONDS PUSH UPS - 15 SQUATS - 55	DAY 10 PLANK - 50 SECONDS PUSH UPS - 15 SQUATS - 65	DAY 11 PLANK - 50 SECONDS PUSH UPS - 17 SQUATS - 75	DAY 12 PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 85	DAY 13 PLANK - 60 SECONDS PUSH UPS - 18 SQUATS - 90	DAY 14 PLANK - 65 SECONDS PUSH UPS - 20 SQUATS - 100
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<p>Days two and three and beyond...</p> <p>1 On an 8” x 10” or larger piece of paper draw one large object -OR- 3-7 smaller items -OR- draw the same object several times, but from different viewpoints--(front back, upside-down, etc. .) You can overlap and/or intersect your images. 2 Using a ruler, draw lines through your objects and across the paper to “break up” the background. With a pencil, shade the shapes formed on your paper with different values (lights and darks).</p> 	<p>MU: Pr.6.1.E Put on a “porch” or “living room” concert for your family and/or neighbors. Perform 1-3 songs of your choosing. These could be songs you’ve performed before, new songs you just learned, or songs you’ve composed yourself.</p> <p>GO THE EXTRA MILE: Record your concert and share it with others, like family members who don’t live with you. Create a paper program for your concert to hand out to audience members.</p>	<p>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.</p>														
<p>* Cubism was an art movement pioneered by Pablo Picasso and Georges Braque. Artists began to depict 3-D on a flat canvas. They would break up the subject into many different shapes and then repaint it from different angles. Shading and gradation techniques were often used. Cubism paved the way for many different modern movements of art in the 20th century.</p>	<p>MU27.B.3 Write a thank you note to a parent, relative, friend who supported you starting your musical journey. Describe how your journey has developed over time, what music means to you, and a memorable event you’ve had thanks to your study. Be sure to think about all of the ways you have been supported and include these in your letter. You may choose to give the letter to the recipient or not.</p>															

Remote Learning Activities for Students

8th Grade -- (Electives)

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

AVID	COMPUTER	Speech/Drama Responding 9C												
<p>Learning Schedule with Goals:</p> <p>Create a learning schedule/planner for yourself with at least two goals for this new set of remote learning days.</p> <p>Suggestions:</p> <ul style="list-style-type: none"> *Plan for 90-180 minutes of learning time per day *Plan your learning time schedule in 15-30 minute chunks with breaks between, if needed. *Set goals that matter to you *If you find that part of your schedule is not working for you/your family, revise that part to better meet your needs W8.10 	<p>ISTE 2c: Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> <p>Define the Vocabulary words below and write one sentence using each word with correct grammar and punctuation. Do this on a sheet of paper or a google doc.</p> <ol style="list-style-type: none"> 1. copyright 2. public domain 3. fair use <p>4 Factors of Fair Use</p> <ol style="list-style-type: none"> 1. Purpose-The new work is for educational purposes/or the original work is transformed into something very different. 2. Amount-Only a small portion of the original work is used. 3. Nature-The work is non-fiction or based on fact. It is not creative or fictional. 4. Effect-The new work does not include any negative impact on the creator or the value of the original work. <p>Common examples of fair use include schoolwork, education, news reporting, criticizing/commenting, or comedy.</p>	<p>Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p>Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. 8th Grade c. Identify how the intended purpose of a drama/theatre work appeals to a specific audience</p> <p>#1You have been learning remotely for a few weeks. Create and write a list of various things/activities you and/or your family have done or would like to do to entertain yourselves during your stay at home. Ex: read a book, draw a picture, Karaoke, watch a movie etc.</p>												
<p>Quote of the Week:</p> <p><i>"The minute you get away from fundamentals – whether it's proper technique, work ethic or mental preparation – the bottom can fall out of your game, your schoolwork, your job, whatever you're doing.</i></p> <p>– Michael Jordan</p> <p>Write a 3-5 sentence thoughtful reaction to this quote. What fundamentals do you need to be focusing on? What people or resources can support/encourage you in your efforts? W.8.10</p>	<p>Read the following examples and determine which of the above fair use factors is shown. Label your paper with the example number and write a complete sentence what you believe or do not believe about the example.</p> <p>Example 1 Maya is making a flyer for her pet-sitting business to post on her social media account. She finds a cool pet store logo and uses part of it in the flyer.</p> <p>Example 2 A group of students are making a video for their class remembering all they've done throughout the year. They use the song "Good Riddance (Time of Your Life)" by Green Day in the background.</p>	<p>#2 Most actors are in movies, because they want people to come and watch them act. Audience and purpose is considered when an artist creates. This includes various arts such as theatre, music, visual arts, and dance. Create a T-chart that includes a type of art and the audience you think would enjoy it. Include some of your list above if appropriate. I gave general examples, but please be specific when you list movies or videos. See example.</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Art</th> <th style="text-align: left;">Audience</th> </tr> </thead> <tbody> <tr> <td>scary movie</td> <td>teen</td> </tr> <tr> <td>art gallery show</td> <td>anyone</td> </tr> <tr> <td>theatre play</td> <td>adult</td> </tr> <tr> <td>dance battle</td> <td>teen</td> </tr> </tbody> </table>	Art	Audience	scary movie	teen	art gallery show	anyone	theatre play	adult	dance battle	teen		
Art	Audience													
scary movie	teen													
art gallery show	anyone													
theatre play	adult													
dance battle	teen													
<p>Words of the Week:</p> <p>lurker: (noun) someone who sits in a chat room without participating</p> <p>absquatulate: (verb) to leave somewhere abruptly; to flee</p> <p>flabbergast: (verb) to amaze; to greatly surprise</p> <p>Select two of these words and use each in a complete sentence of your own. W.8.10</p>		<table border="0"> <tbody> <tr> <td>Justin Bieber concert</td> <td>teen</td> <td>Netflix</td> </tr> <tr> <td>movie (title?)</td> <td>anyone (depends on movie?)</td> <td></td> </tr> <tr> <td>Paw Patrol concert</td> <td>child</td> <td>Common</td> </tr> <tr> <td></td> <td>adult</td> <td></td> </tr> </tbody> </table> <p>#3 Please write and explain your list to show the audience and purpose for the art. Ex: Paw Patrol Little kids like to watch cartoons.</p>	Justin Bieber concert	teen	Netflix	movie (title?)	anyone (depends on movie?)		Paw Patrol concert	child	Common		adult	
Justin Bieber concert	teen	Netflix												
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	adult													

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- (Electives)

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

SPANISH	INDUSTRIAL TECH
<p style="text-align: center;">Visual-spatial (Art & Space Smart)</p> <p>Recreate a piece of art in the style of an artist from a Spanish speaking country. Make sure to explain (in English) how your art shows the artist's style.</p>	<p>Assignment 7:</p> <p>A few of you have completed this already, but this assignment will ask you to draw out the rooms that you have measured previously. Make it possible for someone looking at your drawing to know where the door or doors are as well as the windows if there are any. Try to draw the room out as close as possible to scale. If one wall is considerably longer than the other, your drawing should not be square. If possible use a tape measure or ruler. If that is not possible, use your shoe.</p>
<p style="text-align: center;">Spanish Short Story</p> <p>Write a short story in Spanish about the topic of your choice. Use complete sentences, be descriptive, and be creative!</p>	<p>Assignment 8:</p> <p>Find the volume of your room. You already have the area of the room by multiplying the length by the width. That is the square footage. To find volume or the cubic footage, you will have to measure the height of your rooms. Take the height of your room and multiply it by the square footage (L X W X H). How many one foot square boxes will fit in your room?</p>
<p style="text-align: center;">Survival Spanish</p> <p>Create a "survival list" of the most common Spanish words and phrases that you think someone would need when traveling. The list should include Spanish words, phrases, questions, and their English translations.</p>	<p>Assignment 9:</p> <p>Now that the weather is a little warmer, you can get out in your yard and do some landscaping. Yes, landscaping falls under the industrial tech umbrella. There are many things to do in your yard after winter has ended. Examples: Pick up trash or debris from your yard and dispose of it properly, pick up branches and dispose of them properly or even pull weeds from your yard, sidewalk or driveway. Wherever your parent or guardian does not want them.</p>

Parent Signature: _____