4/9/20

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:

April 9

April 14

April 15

April 16

April 17

April 20

April 21

April 22

Social Emotional Learning (SEL)

Activities

Electives

8th Grade			4/9/20 - 4/22/20
Theme(s)	ELA Skills Focus	Math Skills Focus	SS & Sci Focus
sports/health	Students will cite textual evidence	Here are some of the math concepts and skills students need to master in preparation for Algebra 1: Fluency with basic math operations (addition, subtraction, multiplication, and division)	5 Themes of Geography (4/9 - 4/17) Civic Responsibilities (4/20 - 4/22)
speed	Analyze information over multiple sources	A solid understanding of fractions, percents, and decimals--and how they're all related	Science:
Freeport	Students will analyze varying sources of information		

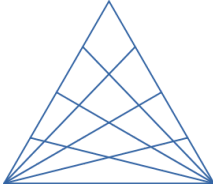# Remote Learning Activities for Students

8th Grade -- April 9th (ELA)

	ELA	Extra Challenge
Activity Title:	School sports	
Objective:	The students will investigate and respond to the situation students all over America are facing since school sports have been cancelled indefinitely and how that decision has affected students. (Example - What about high schoolers who were counting on a sports scholarship? What about the playoffs?)	
Standard:	RI - 8.1, .8 Cite evidence and evaluate arguments W - 8.4, .1, .3 Produce a clear, coherent argumentative essay.	
Materials:	Reading material, news reports, etcetera...paper, pencil, highlighters, 3x5 cards, poster board/large unlined paper...	
Activities and Instructions:	**Reading:** As the Coronavirus spread, states, districts, and schools began to cut back on extracurricular activities. Activities such as sports tournaments and then entire sport seasons. Investigate how this happened. Find information that explains why sports were suspended, then cancelled. What was the justification for this? (Look at articles or district websites for news. Interview a coach or player. Another useful site would be www.ihsa.org the Illinois High School Association's website.) Write down 3 things you have learned in your investigation, then proceed to the writing activity below. **Writing:** *Based upon your investigation, write an essay arguing for or against the suspension of all youth sports; give specific reasons for your opinion and support with evidence.* **Vocabulary:** Consider a time when you were disappointed because a sporting event you were involved in or scheduled to attend was cancelled. How did this affect you? Compare/Contrast that to your investigation findings and highlight key vocabulary words in your own writing. Annotate in the margins and share/reflect on *why* these words are important and what they mean (share definitions). _____ **Resource Room:** Using complete sentences, write a 6 sentence paragraph finishing this statement " I tiptoed into the house. If anyone caught me I would be in trouble…" Share your story with your family.	If possible: watch the CNN 10 newscast. cnn.com/cnn10 - Current news explained in 10 minutes _____
Independent Practice:	**Reading:** After finding information about the suspension of school sports due to COVID-19, what are 3 things you have learned? (What states were the first to begin suspending activities? Which sports were unable to finish their seasons? Which sports did not get to start? Write down a list of facts you learned to help you with your essay. **Writing:** [Focus on writing an essay that is clear, succinct, to the point.] A 5 paragraph essay is recommended but not required for this prompt. In your introduction, state your opinion and tell the reader what three(ish) areas you plan to include in your body paragraphs. Remember a hook or personal connection is an excellent way to start! This is from <u>your</u> point of view (POV), however, you need evidence to support your credibility. **Vocabulary:** Reread your own writing with a critical eye and consider the words you chose to highlight. Do these words have synonyms? Antonyms? Add these words in margins. _____ **Resource Room:** Lesson Objective: student will review spelling patterns Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end. Words: (end with –ies) hobbies, parties, hobbies, stories, companies. Please share with your family.	**Journal Prompt:** *Adamant: firmly decided: unwilling to give in (adjective)* What are some rules in your school or home that your teacher or parent is adamant about? Why do you think this is so? _____ **Resource Room:** Objective- students will identify relevant power words in reading selection.. Please put 5 vocabulary words in sentences. Please share it with your family.
Check for Understanding:	Share your work with someone at home or with a friend. If you have Internet access, you could also email it to your teacher.	← do this.

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

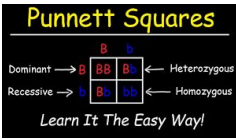# Remote Learning Activities for Students

8th Grade -- April 9th (Math)

Algebra is more than just another subject on your child's math trajectory. It marks a turning point in a student's mathematical education—it's the culmination of all the math that has come before it... and the foundation for all the high school and college math that is to follow. Each week we will be focusing on one math concept and skill students need to master in preparation for algebra readiness.

Lesson Title:	Pre-Test over Fluency with Basic Math Operations (addition, subtraction, multiplication, and division) and Comparing, Ordering, and Converting Fractions, Decimals, and Percentages (With NO calculator)
Objective:	Students will be able solve basic math operations and compare, order, and convert fractions, decimals, and percentages without a calculator.
Standard:	4.OA.A, 5.OA.A, 6.NS.A, 6.NS.B, 6.NS.C, 7.NS.A, 7.RP.A, 8.NS.A
Materials:	Paper and Pencil
Activities and Instructions:	Solve as many of the questions below without using a calculator.

Independent Practice:

Pretest on Basic Math and Fraction, Decimals, and Percentages

1. $0.4 + 1.25 =$
2. $\frac{1}{5} + \frac{3}{5} =$
3. $\frac{1}{2} + \frac{2}{3} =$
4. $-2.1 + 1.65 =$
5. $5(-3) =$
6. $-\frac{1}{4} \times \frac{2}{3} =$
7. $2\frac{1}{6} \left(\frac{3}{2}\right) =$
8. $\frac{2}{3} \div \frac{1}{3} =$
9. $1\frac{2}{5} \div \frac{1}{4} =$
10. Which is greater, $\frac{3}{5}$ or 59%?
11. Which is greater, 130% or 0.13?
12. Order the numbers from least to greatest: $\frac{1}{8}$, 11%, $\frac{3}{20}$, 0.172, 0.32, 43%
13. Order the numbers from least to greatest: 0.15%, $\frac{3}{20}$, 0.015
14. Write each portion as a fraction, decimal, and percent.

Fraction	$\frac{1}{50}$		$\frac{1}{20}$			
Decimal		0.06			0.13	
Percent				7%		10%

- Answer this math prompt: How can you change a subtraction problem into an addition problem? Give an example.

Check for Understanding:	Guardian checks over the Pretest on Basic Math and Fraction, Decimals, and Percentages with their child (Guardian's can use a calculator, if needed).

At School Street Elementary, the students in Ms. Wolfe's 3rd grade line up in a straight line. When the teacher counts the students from the front of the line, Isabelle is #14. When the teacher counts from the back of the line, Isabelle is #8. How many students are in line altogether?

How many triangles are there in this diagram?
Bonus question: How many quadrilaterals?

An old Mathematics book contained this addition sum which had been marked correct by the teacher:
The three squares in the diagram are where the paper was so bad I couldn't read them.
What were the three missing numbers?

```
  □ 7 2
  3 □ 8
+ _____
  4 7 □
```

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

Remote Learning Activities for Students

8th Grade -- April 9th (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:	5 Themes of Geography: Location (Hometown)	Spring biology of hometown *students with Internet access can also check your teacher's Google/Schoology classroom if available	5 Themes of Geography: Location (Coronavirus)	Analyze data on COVID-19	Design a classroom
Objective:	Students will use the 5 themes of geography to complete a study of their hometown	Students will complete a punnett square for 5 different plants in their yard or hometown	Students will use the 5 themes of geography to complete a study of current events.	Students will analyze data from two different state and evaluate the data.	Design a classroom that allows for social distancing
Standards:	SS.G.1.6-8.MdC.	MS-LS3-1	SS.G.1.6-8.MdC.	S&E Practices: Analyzing and Interpreting Data	ETS1-1
Materials:	Paper & Pencil, Observation, Discussion	Paper, pencil, observation, and discussion	Paper & Pencil, News Programs, Observation, Discussion, World Map	Paper & Pencil, News program, information for different states, map (optional) ,graphs of data (optional)	Paper & Pencil
Activities and Instructions:	Location is defined as a particular place or position. Location can be of two types: absolute location and relative location. An example of absolute location is I live at 123 Main St. in Smalltown, USA. An example of relative location is I live next door to the WalMart. You will analyze and explain your location in your hometown.	Write down a prediction of your outcome before you start. Punnett Squares Dominant → B BB Bb ← Heterozygous Recessive → B Bb bb ← Homozygous Learn It The Easy Way! Students create 5 different punnett squares. 1 for each plant. Then they are to draw a picture of that plant in living color to represent the phenotype - what it should look like *students with Internet access can also check your teacher's Google/Schoology classroom if available	Recall knowledge of location in terms of the 5 themes of geography. Find or create a map of the world. Identify and explain absolute and relative location in terms of the coronavirus pandemic.	Students will gather data on the COVID-19 spread in two different states (ex. Illinois and New York). Students will then compare the following: # of cases, # of survivors, # of deaths,where is the pandemic more concentrated,etc.	Today, make a list of criteria needed for creating a classroom. Make a second list of the constraints (limitations) that go with the social distancing guidelines.(ex. 6 feet away)
Independent Practice:	What is the absolute location of where you live? Explain where you live in terms of relative location. Where is your town located? Why do you think your town was built here? Why was this location picked?	Compare your outcome to your prediction. Then explain what was different or the same. How do these plants help the environment? What does this plant provide for your area? What producers or consumers would benefit from this plant? How would the loss of this plant affect producers or consumers? Answers to be written in complete sentences, correct grammar, punctuation, using scientific terminology.	Locate on the map where the virus originated. Locate on the map the areas the virus has spread to. Explain the absolute and relative locations of these areas.	Create a table comparing the data and write a claim, evidence reasoning statement to explain why the data looks the way it does. See the example below.	Discuss your lists with someone else and collaborate to see if there is anything missing
Check for Understanding:	Write your answers and share with a parent.	Write your answers and share with a parent. If you have Internet access, you could also email your teacher.	Show the map with your label and your written explanations to a parent and your teacher if possible.	The data gathered on the COVID-19 in ___ and ___ compare _____. (Use your data to back up your comparison and give a reason you chose that part of your data.	

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

Remote Learning Activities for Students

8th Grade -- April 14th (ELA)

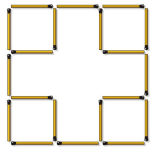|	ELA	Extra Challenge
Activity Title:	National sports	
Objective:	The students will read about and research the cancellation of professional sports and respond about the effects.	
Standard:	RI - 8.3, .4 Analyze connections between ideas and determine word meaning W - 8.7, 8.9 Conduct research to answer a question and collect evidence to support your analysis and reflection.	
Materials:	Reading material, news reports, etcetera...paper, pencil, highlighters, 3x5 cards, poster board/large unlined paper...	
Activities and Instructions:	**Reading:** Find and read a minimum of two articles (or more) relating to the cancellation of professional sports in the U.S. If you don't have access to print materials, you can watch news stories or listen to the radio. (Suggestion: look at local and national newspapers, websites focused on sports such as ESPN, magazines such as Sports Illustrated for information.) Identify the following: What sports were cancelled? How long did it take for the sports to be cancelled? Which sport cancelled first? How has this impacted the country outside of the professional athletes? Take notes of the facts you find (when, by whom, for how long, and any other information you think is important). Possibly helpful site: www.50states.com/sports/league.htm **Writing:** *What professional sports are cancelled due to the Novel Coronavirus and what are the impacts, both positive and negative? This is an Expository (inform) Essay.* **Vocabulary:** Search/read an article from Rockford Register Star Newspaper, Sports Illustrated, Newsweek etc. Take notes and list vocab words you find interesting and/or words you would like to know more about. _____ **Resource Room:** Using complete sentences, write a 6 sentence paragraph finishing this statement **"**What do you mean he is gone? His clothes are gone…." Share your story with your family.	Go to the following sites and search/read an article to create another chart:https://www.nydailynews.com/national-sports / Rrstar.com, _____
Independent Practice	**Reading:** Read over your articles again (or find a new one to help you focus on a specific sport) and identify how sports (and their cancellation) impact the country. What has taken the place of the normally scheduled live sports on television? What is the future impact on the sport with a possible lost season? Continue to find evidence to answer these questions and prepare for writing your Compare & Contrast essay - if you need more information, you will need to research it. **Writing:** [Focus on writing a response using correct spelling and punctuation..] This is from your point of view (POV), however, you need evidence to support your credibility. First, discuss the impact as a big picture (all sports) but then, if you choose, you can focus your response on one favorite sport. [NFL, MLB, NBA, Etc.] This is a contrast & compare essay. **Vocabulary:** Create a 3 column chart with the following headings: Roots we know/Words with that Root/What the whole word means. Share your findings with a parent/guardian. _____ **Resource Room:** Lesson Objective: student will review spelling patterns Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end. Words: (long e sound spelled "ea") weak, breathe, defeat, reason, wheat Please share with your family.	**Journal Prompt:** *Apprehensive: fearful about what may happen (adjective)* Describe a time when you felt apprehensive. What did you do in that situation? Can feeling apprehensive ever be a good thing? Explain. _____ **Resource Room:** Objective- students will identify relevant power words in reading selection.. Please put 5 power words in sentences Please share with your family.
Check for Understanding:	Share your work with someone at home or with a friend. If you have Internet access, you could also email it to your teacher.	← do this.

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

Remote Learning Activities for Students

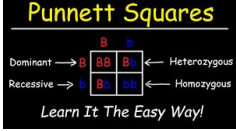|	This week's math concept and skills students need in preparation for algebra readiness. Fluency with basic math operations (addition, subtraction, multiplication, and division)	**Extra Challenge**
Lesson Title:	Simple calculations of numbers	
Objective:	Students will be able to add and do subtraction of whole number, decimals and fractions (Day 1 of 2)	Amir and Blanca play rock, paper, scissors ten times on the first day of school. Amir plays rock three times, scissors six times, and paper once. Blanca plays rock twice, scissors four times, and paper four times. The order they played them in is not known, but none of the games was a tie. Can you tell who won and by how many games?
Standard:	4.OA.A, 5.OA.A, 6.NS.A, 6.NS.B, 6.NS.C, 7.NS.A, 8.NS.A	
Materials:	Paper and Pencil - Find the values WITHOUT a calculator	

Activities and Instructions:	Addition/Subtraction process:
	● If there is no negative or positive sign in front of a number, then it's assumed it's positive (+)
	● If the signs are the same for the numbers, then ADD the numbers together
	  ○ $4 + 7 = 11$ $-3 - 5 = -8$
	● If the signs are different, then SUBTRACT the numbers. The final sign will be from the larger digit.
	  ○ $10 - 3 = 7$ $3 - 8 = -5$ $-5 + 2 = -3$
	● Fractions. Can only add fractions that have same denominator (bottom #)
	  ○ Need to find a common denominator if different. For $\frac{1}{4} + \frac{2}{3}$ the next number 4 & 3 goes into is 12. Using the 'Big 1' concept. $\frac{1}{4} \times \frac{3}{3} = \frac{3}{12}$ and $\frac{2}{3} \times \frac{4}{4} = \frac{8}{12}$. Problem now is $\frac{3}{12} + \frac{8}{12} = \frac{11}{12}$
	
	a. $12 + 1 =$ b. $78 + 12 =$
	
	c. $7 - 3 =$ d. $10 - 6 =$
	
	e. $3.4 + 2.7 =$ f. $0.9 + 2.3 =$
	
	g. $4.7 - 2.5 =$ h. $3.0 - 1.7 =$
	
	i. $\frac{1}{5} + \frac{3}{5} =$ j. $\frac{5}{4} + \frac{7}{4} =$
	
	k. $3\frac{1}{3} + 1\frac{2}{3} =$ l. $2\frac{1}{4} + \frac{3}{5} =$
		There are five squares (one 3x3 and four 1x1) formed with 20 matchsticks, as shown in the illustration. Move two matchsticks to get seven squares. Overlapping or breaking of matchsticks or "loose ends" are not allowed.

Independent Practice:	● Answer at least: 2 of the whole numbers, 2 of the decimals and 2 of the fractions above (For Resource Room Students answer at least 1 whole number, 1 decimal and 1 fraction) ● Create and solve 4 basic math addition and/or subtraction operation problems (2 for Resource Room Students) of your own. ● Answer this math prompt: Describe three situations in which opposite quantities combine to make zero.	Can you make 24 from 3, 3, 8, 8? You can only use the operations $+ - \times \div ( )$ You have to use all four numbers.
Check for Understanding:	Guardian creates two (one for Resource Room Students) basic addition and/or subtraction operation 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 -- April 14th (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	Social Studies Extra Challenge (Optional)
Activity Title:	5 Themes of Geography: Place (Hometown)	Spring biology of hometown *students with Internet access can also check your teacher's Google/Schoology classroom if available	5 Themes of Geography: Place (Coronavirus)	Analyze data on COVID-19	Human/ Physical Sorting (online game)
Objective:	Students will use the 5 themes of geography to complete a study of their hometown	Students will complete a punnett square for 5 different animals in their yard or hometown. All viewable from a window.	Students will use the 5 themes of geography to complete a study of current events.	Students will analyze data from two different state and evaluate the data.	To understand the difference between human and physical traits
Standards:	SS.G.1.6-8.LC	MS-LS3-1	SS.G.1.6-8.LC	S&E Practices, Analyzing & Interpreting DataMS-LS2-1, 3-1	SS.G.1.6-8.LC
Materials:	Paper & Pencil, Observation, Discussion	Paper, pencil, observation, and discussion	Paper & Pencil, News Programs, Observation, Discussion	Paper & Pencil, News program, information for different states, map	WordWall
Activities and Instructions:	Place refers to the physical and human aspects of a location. Each place in the world has its unique characteristics. The landforms, hydrology, biogeography, pedology, etc., of each place, is different, and so are its patterns of human habitation. The human characteristics of place are defined by the nature and size of its human population, the distinct human cultures, their ways of life, etc. You will analyze and explain "place" in your hometown.	Write down a prediction of your outcome before you start. Students create 5 different punnett squares. 1 for each animal. Then they are to draw a picture of that plant in living color to represent the phenotype - what it should look like.	Students will create a Venn Diagram comparing and contrasting the places that Coronavirus is prevalent. For example, the virus started in Wuhan, China. It is now a major concern in New York City. What are similarities and differences between these two locations?	Students will gather data on the COVID-19 spread in two different states (ex. Illinois and New York). Students will then compare the following: # of cases, # of survivors, # of deaths,where is the pandemic more concentrated,etc. Choose two states you did not already choose.	If available, go to the above website to play this online matching game that reviews concepts of place and the difference between physical and human geography.
Independent Practice:	What are the physical characteristics of your town (i.e. land features)? What are the human characteristics of your town (i.e. jobs, population, etc.) What are the major bodies of water? Forests? What makes your town different from others in the region/state? What are the cultural features of your town?	Compare your outcome to your prediction.Then explain what was different or the same. How do these animals help the environment? What does this animal provide for your area? What producers or consumers would benefit from this animal? How would the loss of this animal affect producers or consumers? How does this animal fit in the food web? Answers to be written in complete sentences, correct grammar, punctuation, using scientific terminology.	Are there similar characteristics in locations the virus is spreading to? What are they? Create a Venn Diagram to show how two locations that are suffering because of the disease are similar and different in terms of physical and human characteristics.	Create a venn diagram comparing your two new states. What are the similarities and differences? Look back at your data from April 9th, do you see any similarities (ex, most cases in major cities/populated areas)?	In the game, you will match notable places in the world to an example of physical or human characteristics of the world.
Check for Understanding:	Write your answers and share with a parent and your teacher.	Write your answers and share with a parent and your teacher.	Share your comparison with a parent and your teacher. Discuss and share ideas.	Share your venn diagrams with an adult and see if you can collaborate to add anything to the data.	You can play several times to get a better score or time.

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

Remote Learning Activities for Students

8th Grade -- April 15th (ELA)

	ELA	Extra Challenge
Activity Title:	Olympics	
Objective:	The students will read about and research the cancellation of the Summer Olympics..	
Standard:	RI - 8.1, .8 Cite evidence and evaluate arguments W - 8.7, 8.9 Conduct research to answer a question and collect evidence to support your analysis and reflection.	
Materials:	Reading material, news reports, etcetera...paper, pencil, highlighters, 3x5 cards, poster board/large unlined paper...	
Activities and Instructions:	**Reading:** The 2020 Summer Olympic Games in Tokyo have been postponed until the year 2021. Find information (newspaper, news-station, Sports Illustrated, radio, tv, etc..) discussing the postponement of the Olympics. What led to postponement (don't just say COVID-19)? What was the response of the countries participating in the Olympics before they were postponed? (Were the countries still going to participate? Had countries already removed themselves, if so, which countries?) What other information can you find about the decision to postpone the games, ultimately, who made this decision? Was it the right decision? Take notes as you read - use them to help you in the below activities. Helpful site: https://www.olympic.org/ **Writing:** *Read about the Summer Olympic games. Choose one of the Olympic events and explain why you think it should **NOT** be an Olympic sport.* **Vocabulary:** Watch/listen to a newscast or read an article referencing COVID-19 and the effect it has had on the Olympics. Take notes/write a brief (1 page max.) rough draft. ──────────────── **Resource Room:** Using complete sentences, write a 6 sentence paragraph finishing this statemen**t** "I crept slowly down the dark hallway following the strange noise… " Share your story with your family.	**Journal Prompt:** *Candid: straightforward; honest (adjective)* Is it a good idea to be candid all the time? Describe some situations in which a person might not want to be candid. ──────────
Independent Practice:	**Reading:** Find an article from ONE Olympic sport talking about their response to postponing the 2020 Olympic Games. Were all of the Olympic teams picked? Had all the preliminaries already occurred, if the sport you chose had not already chosen their team, what will be done next year? If they did choose their team, would they have to requalify? **Writing:** *[Focus on including context clues for the meaning of (possibly) unknown words.] There are some crazy and little-known Olympic events. Write about one and explain why YOU think it should not be allowed in the Olympics. General comparisons to other major events (running, discus, gymnastics, etc.) would be logical in your response. <u>This is an argumentative essay</u>.* **Vocabulary:** Write a brief report with your point of view and highlight vocab words in your writing. What part of speech are these words? (Noun, adjective, etc.) Annotate this information in the margins of your paper. ──────────────────────────────── **Resource Room:** Lesson Objective: student will review spelling patterns Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end. Words: (add -es to words ending in "ch or sh") benches, branches, speeches, wishes, crashes Please talk/share with your family.	**Journal Prompt:** *<u>Abruptly</u>: unexpectedly or suddenly (adverb)* Make a list of five things that you would not want to stop abruptly (such as a roller coaster ride) and five things you would like to stop abruptly (such as a toothache). Select one of the items in each list, and explain why you listed those two items. ────────── **Resource Room:** Objective- Students will identify parts of speech. Make a list of 15 nouns and put 10 of them in a sentence.Please also talk//share with your family.
Check for Understanding:	Share your work with someone at home or with a friend. If you have Internet access, you could also email it to your teacher.	← do this.

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

Remote Learning Activities for Students

8th Grade -- April 15th (Math)

		Extra Challenge
Lesson Title:	Computations using subtraction	Using any letter only once, what are the largest and smallest numbers that you can write down in words?
Objective:	Students will be able to add and do subtraction of whole number, decimals and fractions (Day 2 of 2)	Example: EIGHTY But not NINETY as N is used twice
Standard:	4.OA.A, 5.OA.A, 6.NS.A, 6.NS.B, 6.NS.C, 7.NS.A, 8.NS.A	Bonus 1: allow negatives such as MINUS TWO
Materials:	Paper and Pencil	Bonus 2: allow calculations such as TWO SQUARED
Activities and Instructions:	Computations - Find the values WITHOUT a calculator Addition/Subtraction process: ● If there is no negative or positive sign in front of a number, then it's assumed it's positive (+) ● If the signs are the same for the numbers, then ADD the numbers together ○ $4 + 7 = 11$ $-3 - 5 = -8$ ● If the signs are different, then SUBTRACT the numbers. The final sign will be from the larger digit. ○ $10 - 3 = 7$ $3 - 8 = -5$ $- 5 + 2 = -3$ ● Fractions. Can only subtract fractions that have same denominator (bottom #) ○ Need to find a common denominator if different. For ○ $\frac{2}{3} - \frac{1}{4}$ the next number 4 & 3 goes into is 12. Using the 'Big 1' concept. $\frac{2}{3} \times \frac{4}{4} = \frac{8}{12}$ and $\frac{1}{4} \times \frac{3}{3} = \frac{3}{12}$. Problem now is $\frac{8}{12} - \frac{3}{12} = \frac{5}{12}$ a. $-8 + 3 =$ b. $-1 + 9 =$ c. $-3 - 4 =$ d. $-10 + 6 =$ e. $1.7 - 2.7 =$ f. $0.2 - 1.5 =$ g. $-2.1 - 1.65 =$ h. $-5.0 - 6.1 =$ i. $\frac{1}{7} - \frac{3}{7} =$ j. $-\frac{5}{4} - \frac{7}{4} =$ k. $-2\frac{1}{4} - 1\frac{2}{4} =$ l. $-3\frac{1}{3} + \frac{1}{2} =$	Solve the Sudoku.
Independent Practice:	● Answer at least: 2 of the whole numbers, 2 of the decimals and 2 of the fractions above (For Resource Room Students answer at least 1 whole number, 1 decimal and 1 fraction) ● Create and solve 4 basic math addition and/or subtraction operations problems (2 for Resource Room Students) of your own. ● Answer this math prompt: How do your parents use math? Interview them about it, and then list all the things they do that involve math.	What number is the ?? 2 + 7 + 3 = 24 9 + 7 - 4 = 24 4 + 0 + 8 = 24 5 + 5 + 5 = ??
Check for Understanding:	Guardian creates two (one for Resource Room Students) basic math addition and/or subtraction operations problems of their own and have their child answer.	
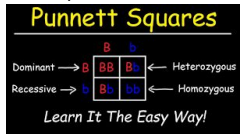
Every Day: Don't forget to read for at least 20 minutes.   **Parent Signature:** _____

Remote Learning Activities for Students

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

The columns below offer choices for student activities.

Pick one SS & one Science option.	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Science Extra Challenge (Optional)
Activity Title:	5 Themes of Geography: Region (Hometown)	Spring biology of hometown	5 Themes of Geography: Region (Coronavirus)	Analyze and Interpret data on COVID-19	Design a classroom
Objective:	Students will use the 5 themes of geography to complete a study of their hometown	Students will complete a punnett square for 5 different plant adaptations for previously used plants in their yard or hometown. All viewable from a window.	Students will use the 5 themes of geography to complete a study of current events.	Students will analyze data from two more different state and evaluate the data. Additionally students will start interpreting the data collected from the 6 states of their choice.	Students will build a classroom that will allow students to go back to school even using social distancing.
Standards:	SS.G.1.6-8.MC	MS-LS3-1	SS.G.1.6-8.MC	S&E Practices: Analyzing and Interpreting Data MS-LS2-1, 3-1	ETS1-1
Materials:	Paper & Pencil, Observation, Discussion, News outlets	Paper, pencil, observation, and discussion	Paper & Pencil, News Programs, Observation, Discussion	Paper & Pencil, News program, information for different states, map (optional) ,graphs of data (optional)	Paper & Pencil
Activities and Instructions:	An area on the planet that is composed of places with a unifying characteristic is a region, one of the five themes of geography. A region is defined by its uniform physical or human characteristics. You will analyze and explain "region" in your hometown.	Write down a prediction of your outcome before you start. example Students create 5 different punnett squares. 1 for each plant with a created adaptation. Then they are to construct a drawing of that plant in living color to represent the phenotype - what it should look like. Consider how it would help or hinder the plant or environment?	Create a contact sheet/directory for who to contact if in need of assistance or information during this unprecedented time. Include Titles of officials, their names and what you would reach out to them for, specifically.	Students will gather data on the COVID-19 spread in two different states (ex. Illinois and New York). Students will then compare the following: # of cases, # of survivors, # of deaths,where is the pandemic more concentrated,etc. Choose two states you did not already choose. (You should have 6 states now)	Draw out 2 different classroom designs based on your lists of constraints and items needed in your classroom. Compare each design and how well will they handle the day-to-day-learning.
Independent Practice:	Who are major people in your local government? How does your government and local agencies organize themselves?	Compare your outcome to your prediction. Then explain what was different or the same. How do these new plants help the environment? What does this plant provide for your area? What producers or consumers would benefit from this plant and its adaptation? Why did you consider this adaptation? How does this plant fit in the food web? Answers to be written in complete sentences, correct grammar, punctuation, using scientific terminology.	Questions to ask yourself while creating directory: Who are the government officials in our community that are making decisions for protocols? Who are the government officials at the state level making decisions? What type of health facilities do we have in our region that we can utilize?	Create a graph/table showing the different states and the data that was collected. You can do a bar chart, line graph, or any other graph/table of your choice.	Get another person's opinion of your designs. You can ask someone in your home or you can ask a friend. How can you back up your design? How can you adjust the design?
Check for Understanding:	Write your answers and share with a parent.	Write your answers and share with a parent.	Share your directory with a parent.	Share your table/graph with a parent.	Share your designs with a parent.

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

Remote Learning Activities for Students

8th Grade -- April 16th (ELA)

	ELA	Extra Challenge
Activity Title:	Start of the Coronavirus	
Objective:	Conduct research to better understand how a pandemic starts.	
Standard:	RI - 8.1, .8 Cite evidence and evaluate arguments W - 8.7, 8.9 Conduct research to answer a question and collect evidence to support your analysis and reflection.	
Materials:	Reading material, news reports, etcetera...paper, pencil, highlighters, 3x5 cards, poster board/large unlined paper...	
Activities and Instructions:	**Reading:** Find information about the origin of the Novel Coronavirus (COVID-19). What is the theory behind the virus? What are the symptoms? What do we actually know about the beginnings of the virus before it arrived in the United States? When did the major outbreak in Wuhan, China actually begin? Take notes as you read (a timeline structure might not be a bad way to organize your thoughts). If you can access the internet some helpful sites: www.who.int (the World Health Organization) & https://www.cdc.gov/ (Centers for Disease Control) **Writing:** *The Novel Coronavirus originated in Wuhan China, in late December. Write an essay about the start of the virus.* **Vocabulary:** Assume a reporter role and interview a family member/friend via phone call/text about their "shelter in place" experiences.Take notes and highlight key vocab words used in your notes. _____ **Resource Room:** Using complete sentences, write a 6 sentence paragraph finishing this statemen**t** " Dude, we are not asking the dragon for directions!…" Share your story with your family.	Go back and look over some of the previous Extra Challenges provided in the last set of activities and revisit a site you enjoyed (a museum virtual tour or zoo, for example). _____
Independent Practice:	**Reading:** Reread your articles from before - find another article or two if you need more information. Continue your research into the origins of the Coronavirus. (Remember: taking notes will help you keep track of the information you are assembling.) Are there conflicting theories as to how it started? If so, what are those theories - how are you going to determine which ones are true? Research until you have enough information to write an informative essay about this topic (see below). **Writing:** *[Focus on writing an essay that is clear, succinct, to the point.] Was Wuhan really where this virus started? Is this a brand new virus? Where did it come from? Had we seen anything like this before? Find the facts about how this started. <u>This is an informative essay</u>.* **Vocabulary:** Review these key vocabulary words used in your notes with a family member and using 3x5 index cards add the following: Definition, a pic representation of the word, part of speech (noun, adjective, etc.) Does the word have a prefix/suffix? A root word? _____ **Resource Room:** Lesson Objective: student will review spelling patterns Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end. Words: (long o sound) code, zone, alone, chose, suppose Please talk and share with your family.	Visit Dictionary.com and try to simplify definitions using your own words, include synonyms, antonyms of words you've chosen and/or research word origins on Google.com. Share your vocab with writing in a doc to Google Classroom. _____ **Resource Room:** Objective- Students will be able to draw inferences for reading selections. Draw an inference from the Corona Virus epidemic. Please write a paragraph explaining this. Please talk/share with your family.
Check for Understanding:	Share your work with someone at home or with a friend. If you have Internet access, you could also email it to your teacher.	← do this.

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

Remote Learning Activities for Students
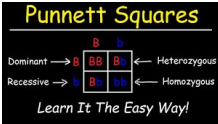
8th Grade -- April 16th (Math)

		Extra Challenge
Lesson Title:	Computation using multiplication	Party Time!c Several people of different ages brought things for the party: Charlie, who's 12, brought the POTATO .CRISPS. Wayne brought the FIZZY LEMONADE (he's 13). Helen (11) brought the PAPER PLATES, and her brother Peter (9) brought the PAPER CUPS. Sheila is the same age as Charlie: she brought the PARTY POPPERS. Young Horace brought the PEANUTS: how old is he? Have a great party!
Objective:	Students will be able to add and do multiplication and division of whole number, decimals and fractions (Day 1 of 2)	
Standard:	4.OA.A, 5.OA.A, 6.NS.A, 6.NS.B, 6.NS.C, 7.NS.A, 8.NS.A	
Materials:	Paper and Pencil	

Activities and Instructions:	Computations - Find the values WITHOUT a calculator
	Multiplication/Division process:
	• Fractions - Multiply numerators (top number) together to get a result. Multiply denominators (bottom numbers) to get a result.
	• '*' (asterisk) means multiplication
	• When '()' (parentheses) have a number in front of, that, means multiplication. $4(3) = 12$ If anything else, it means addition/subtraction. $4 - (3) = 1$
	• '+' (positive) times '+' (positive) makes the result a '+' (positive)
	• '-' (negative#) times '-' (negative#) makes the result a '+' (positive)
	• '-' (negative#) times '+' (positive#) makes the result a '-' (negative)
	• Examples
	   ○ $4 \times 3 = +12$ $-4 \times (-3) = +12$
	   ○ $-4 \times 3 = -12$ $4 \times (-3) = -12$
	
	a. $5 \times 2 =$ b. $-3 * 4 =$
	
	c. $6(4) =$ d. $-5(3) =$
	
	e. $2.3 * 3.1 =$ f. $4.0 \times (-2.3) =$
	
	h. $-2.5(-1.55) =$ g. $-.01(3.4) =$
	
	I. $\frac{1}{5} * \frac{3}{5} =$ j. $-\frac{1}{4} \times \frac{2}{3} =$
	
	k. $2\frac{1}{6} \left(\frac{3}{2}\right) =$ l. $-\frac{3}{7} \left(-\frac{1}{2}\right) =$
		Fill in the missing numbers. The top numbers are the products and the bottom numbers are the sums of the 2 numbers in the middle blocks.

Independent Practice:	• Answer at least: 2 of the whole numbers, 2 of the decimals and 2 of the fractions above (For Resource Room Students answer at least 1 whole number, 1 decimal and 1 fraction) • Create and solve 4 basic multiplication operation problems (2 for Resource Room Students) of your own. • Answer this math prompt: Write a story problem that cannot be solved because there is not enough information.	Find a number with its letters in alphabetical order. Example: "five" has "fiv" in alphabetical order, but not "e".
Check for Understanding:	Guardian creates two (one for Resource Room Students) basic multiplication operation 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 -- April 16th (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:	5 Themes of Geography: Human Environment Interaction (Hometown)	Spring biology of hometown *students with Internet access can also check your teacher's Google/Schoology classroom if available	5 Themes of Geography: Human Environment Interaction (Coronavirus)	Analyze data on COVID-19	5 Themes of Geography: Quiz Game
Objective:	Students will use the 5 themes of geography to complete a study of their hometown.	Students will complete a punnett square for 5 different plant adaptations for previously used plants in their yard or hometown. All viewable from a window.	Students will use the 5 themes of geography to complete a study of current events.	Students will analyze data from the 6 different state and evaluate the data using a CER.	To identify key characteristics of the 5 themes.
Standards:	SS.G.1.6-8.LC	MS-LS3-1	SS.G.2.6-8.LC	S&E Practices: Analyzing and Interpreting Data MS-LS2-1, 3-1	SS.G.2.6-8.LC
Materials:	Paper & Pencil, Observation, Discussion	Paper, pencil, observation, and discussion	Paper & Pencil, News Programs, Observation, Discussion	Paper & Pencil, News program, information for different states	https://www.purposegames.com/game/five-themes-of-geography-game
Activities and Instructions:	No other species that has lived on our planet, as per our knowledge to this date, has such a profound effect on the environment as humans. Humans have adapted to the environment in ways that have allowed them to dominate all other species on Earth. Humans have also achieved what no other species have been capable of doing (at least to such a radical extent): modifying the planet to attain their goals of living. Thus, human-environment interaction needs special emphasis and has been classified as one of the five themes of geography. You will analyze and explain "region" in your hometown.	Write down a prediction of your outcome before you start. example Students create 5 different punnett squares. 1 for each plant with a created adaptation. Then they are to construct a drawing of that plant in living color to represent the phenotype - what it should look like. Consider how it would help or hinder the plant or environment?	Viruses and plagues have impacted the planet for thousands of years. The new coronavirus is a respiratory virus which spreads primarily through droplets generated when an infected person coughs or sneezes, or through droplets of saliva or discharge from the nose. You will draw a representation of how the virus would spread if social distancing was not in place in your hometown. You decide what this will look like. (maps, cartoons, etc.)	Students will use the data from their previous days to write a CER (Claim, Evidence, Reasoning) to answer the following question. What is one commonality that all 6 states share in the outbreak of COVID-19?	If available, go to the above website to play this online quiz game that reviews concepts of the five themes of geography.
Independent Practice:	How have people in your town depended on the environment? How have people adapted to the environment? How have people modified the environment? What local resources do we depend on?	Compare your outcome to your prediction. Then explain what was different or the same. How do these new plants help the environment? What does this plant provide for your area? What producers or consumers would benefit from this plant and its adaptation? Why did you consider this adaptation? How does this plant fit in the food web? Answers to be written in complete sentences, correct grammar, punctuation, using scientific terminology.	How have people in your hometown been adjusting to social distancing? Do you believe that people in your hometown believe that this practice will make the area safer? What local resources do we depend on to enforce the social distancing policies?	Example CER: The six states____(list them) have the commonality of _____. Using ___(your sources) I found _____. I chose these sources because_____.	In the game, you will answer questions related to the five themes of geography to review and test your knowledge.
Check for Understanding:	Write your answers and share with a parent and your teacher.	Write your answers and share with a parent and your teacher.	Discuss your thoughts and drawing about social distancing with a parent and your teacher.	Show your chart to someone and read your CER aloud to them. Share it with your teacher.	You can play several times to get a better score or time.

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

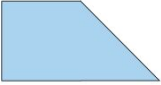# Remote Learning Activities for Students

8th Grade -- April 17th (ELA)

	ELA	Extra Challenge
Activity Title:	The Spread of the Novel Coronavirus	
Objective:	Research how a virus spreads.	
Standard:	RI - 8.2, .3 .8 Analyze connections, determine central idea W - 8.7, 8.9 Conduct research to answer a question and collect evidence to support your analysis and reflection.	
Materials:	Reading material, news reports, etcetera...paper, pencil, highlighters, 3x5 cards, poster board/large unlined paper...	
Activities and Instructions:	**Reading:** Find Information on how the Coronavirus (COVID-19) spread from Wuhan, China to Italy (and most of Europe) and then to the United States. These articles can focus on *it* arriving in different countries or just how it arrived in the U.S. Make sure you are taking notes (again a timeline structure for your notes would likely be helpful). Hint: You might want to look into when the World Health Organization (WHO) declared this as a "pandemic." Helpful sites: www.who.int (the World Health Organization) & https://www.cdc.gov/ (Centers for Disease Control) Make sure you are keeping track of your notes so you can cite your sources below! If you do not have internet access, simply watching or listening to the world news daily will provide you with information! **Writing:** *How did the virus spread across the globe from December 2019 into March 2020?* **Vocabulary:** Read/Listen to a news/health report referencing COVID-19 virus and how it started.. Take notes while reading/listening and pay attention to context clues of the words. Identify key vocabulary words you notice and write these at the bottom of the page. _____ **Resource Room:** Using complete sentences, write a 6 sentence paragraph finishing this statemen**t** "As I walked my dog this morning, a van drove by and a large box fell out the back…" Share your story with your family.	Go back and look over some of the previous Extra Challenges provided in the last set of activities and revisit a site you enjoyed (a museum virtual tour or zoo, for example). _____
Independent Practice:	**Reading:** Look for articles from reputable sources regarding the spread of the virus. Try to find two articles from sources you might not have looked at before. Some places to look: www.coronavirus.gov & www.who.int - continue to review your sources and gather information for your report below. **Writing:** *[Focus on the timeline for the spread.] What were/are the reasons for the spread of the virus? What explains the speed at which it moved? Why has it **NOT** affected certain countries/places? This is an informative report*. **Vocabulary:** After writing vocab words at the bottom of the paper, write sentences using a synonym of the word. _____ **Resource Room:** Lesson Objective: student will review spelling patterns Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end. Words: (words with –ow) known, follow, tomorrow, throw, owe Please also talk/share with your family.	**Journal Prompt:** *Clarity: clearness (noun)* Clarity is important in television screens, in public address announcements, in photocopies, and in written instructions. Invent a situation in which a lack of clarity resulted in an amusing situation. Write a newspaper article describing the humorous event. _____ **Resource Room:** Objective- Students will be able to list examples of synonyms. Please list 5 examples of synonyms. Also, please talk/share with your family.
Check for Understanding:	Share your work with someone at home or with a friend. If you have Internet access, you could also email it to your teacher.	← do this.

Every Day: Read for 20 minutes. Write for 10.   **Parent Signature:** _____
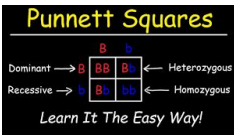
Remote Learning Activities for Students

8th Grade -- April 17th (Math)

Lesson Title:	Computation using division	Can you make 24 from 12, 1, 13, 3? You can only use the operations $+ - \times \div ()$ You have to use all four numbers.
Objective:	Students will be able to add and do multiplication and division of whole number, decimals and fractions (Day 2 of 2)	
Standard:	4.OA.A, 5.OA.A, 6.NS.A, 6.NS.B, 6.NS.C, 7.NS.A, 8.NS.A	The figure shown represents a square placed next to another square of the same size but cut in half diagonally. The puzzle is to cut the figure into four identical pieces (the pieces may be flipped over).
Materials:	Paper and Pencil	

Activities and Instructions:	Computations - Find the values WITHOUT a calculator
	Multiplication/Division process:
	● Fractions - Need to make the denominator (bottom fraction) become 1.
	
	$\frac{3}{5} \div \frac{4}{7} = \frac{\frac{3}{5}}{\frac{4}{7}}$ The reverse of the denominator $\frac{4}{7}$, is $\frac{7}{4}$.
	
	Multiply both top and bottom by $\frac{7}{4}$. $\frac{\frac{3}{5}}{\frac{4}{7}} \times \frac{\frac{7}{4}}{\frac{7}{4}} = \frac{\frac{21}{20}}{\frac{28}{28}} = \frac{\frac{21}{20}}{1} = \frac{21}{20}$ is the answer
	
	● '/' (slash) means division
	● For signs, same rules a multiplication. Examples
	  ○ $6 \div 2 = +3$ $-6 \div (-2) = +3$
	  ○ $-6 \div 3 = -3$ $6 \div (-2) = -3$
	
	a. $4 \div 2 =$ b. $6 \div 8 =$
	
	c. $-12 / 3 =$ d. $-2 / -1 =$
	
	e. $12.6 \div (-2) =$ f. $0.5 \div 1.5 =$
	
	g. $-6.6 / -2.2 =$ h. $1.25 / .01$
	
	i. $\frac{2}{3} \div \frac{1}{3} =$ j. $\frac{4}{5} \div \frac{4}{7} =$
	
	i. $\frac{1}{4} \div \frac{1}{4} =$ j. $2\frac{1}{2} \div \frac{1}{6} =$
		
		This is a Magic Square. This means that the numbers add up to the same total in every direction. Every row, column and diagonal should add up to 111. But there are some numbers missing! Fill in the missing numbers. They are all different.

Independent Practice:	● Answer at least: 2 of the whole numbers, 2 of the decimals and 2 of the fractions above (For Resource Room Students answer at least 1 whole number, 1 decimal and 1 fraction) ● Create and solve 4 basic division operation problems (2 for Resource Room Students) of your own. ● Answer this math prompt: Your mom or dad has agreed to make your favorite dessert. Take the original recipe and triple it, so that there is enough dessert for everyone in the family, as well as some of the neighbors. Record the new recipe so that your mom or dad can start baking.	

		7
13	37	

| **Check for Understanding:** | Guardian creates two (one for Resource Room Students) basic division operation 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 -- April 17th (Social Studies/Science)

The columns below offer choices for student activities.

Pick one SS & one Science option .	Social Studies Option #1	Science Option #1	Social Studies Option #2	Science Option #2	Science Extra Challenge (Optional)
Activity Title:	5 Themes of Geography: Movement (Hometown)	Spring biology of hometown *students with Internet access can also check your teacher's Google/Schoology classroom if available	5 Themes of Geography: Movement (Coronavirus)	Analyze data on COVID-19	Bill Nye science guy on youtube or Eyewitness videos.
Objective:	Students will use the 5 themes of geography to complete a study of their hometown	Students will complete a punnett square for 5 different insects with adaptations in their yard or hometown. All viewable from a window.	Students will use the 5 themes of geography to complete a study of current events.	Students will analyze data from two different countries and evaluate the data.	
Standards:	SS.G.1.6-8.LC	MS-LS3-1	SS.G.1.6-8.LC	S&E Practices: Analyzing and Interpreting Data	
Materials:	Paper & Pencil, Observation, Discussion, News outlets	Paper, pencil, observation, and discussion	Paper & Pencil, News Programs, Observation, Discussion	Paper & Pencil, News program, information for different countries, map (optional) ,graphs of data (optional)	
Activities and Instructions:	Movement is the physical movement of people that has allowed the human race to inhabit all the continents and islands of the world and also explore the depths of the oceans and land on the moon. Another aspect of movement is the transport of goods from one place on the Earth to another. The third aspect of the movement theme is the movement of ideas. You will analyze and explain "region" in your hometown.	Write down a prediction of your outcome before you start. example Students create 5 different punnett squares. 1 for each insect with the adaptation. Then they are to draw a picture of that insect in living color to represent the phenotype - what it should look like.	Create a flyer explaining how the virus is spread to provide the community to keep them knowledgeable.	Students will gather data on the COVID-19 spread in two different countries (ex.China/Italy). Students will then compare the following: # of cases, # of survivors, # of deaths,where is the pandemic more concentrated,etc.	
Independent Practice:	How is your town linked to other communities? How do we share goods and ideas with other communities? What is manufactured in this town? What is exported? What is imported? Do most people work in your town or do they commute?	Compare your outcome to your prediction. Then explain what was different or the same. How do these new insects help the environment? What does this insect provide for your area? What producers or consumers would benefit from this insect and its adaptation? Why did you consider this adaptation? How does this insect fit in the food web? Answers to be written in complete sentences, correct grammar, punctuation, using scientific terminology.	Ask yourself these questions to help guide you in your flyer making: How does the virus spread? What decisions have been made in our community to help prevent the spread of the virus? What direction is the virus moving?	Create a T chart listing the data and write a claim, evidence reasoning statement to explain why the data looks the way it does. See the example below.	
Check for Understanding	Write your answers and share with a parent	Write your answers and share with a parent.	Share your flyer with a parent.	The data gathered on the COVID-19 in ___ and ___ compare _____. (Use your data to back up your comparison and give a reason you chose that part of your data)	

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

Remote Learning Activities for Students

8th Grade -- April 20th (ELA)

	ELA	Extra Challenge
Activity Title:	How it moved	
Objective:	Investigate how society tries to keep people healthy.	
Standard:	RI - 8.1, .2, .3 .8 Analyze connections, determine central idea, cite evidence W - 8.7, 8.9 Conduct research to answer a question and collect evidence to support your analysis and reflection	
Materials:	Reading material, news reports, etcetera...paper, pencil, highlighters, 3x5 cards, poster board/large unlined paper...	
Activities and Instructions:	**Reading:** As you continue your research the spread of the Coronavirus, find information (for example: news reports on TV) that show how various countries are handling this pandemic. Look at the procedures and guidelines being put in place (social distancing, stay-at-home orders, martial law, etc). Are we as a global community reacting the same way? Are there differences in how national governments are responding? Are there countries that were hit harder than others (Italy, Spain, USA, China, etc) and why do you think they have such high numbers? What is your research telling you? Helpful sites: www.who.int (the World Health Organization) & https://www.cdc.gov/ (Centers for Disease Control) Use your opinion based upon what you've been hearing/seeing. **Writing:** *Investigate the systems and procedures put in place to slow the spread of the virus. Do you agree or disagree with them? Or both? Explain.* **Vocabulary:** Listen to/Read an article on COVID-19 and write a letter (not required to mail) to the governor of Illinois with questions about information you have gathered from your research referencing how the virus moves from one person/geographical area to another. ——————————————————————————— **Resource Room:** Using complete sentences, write a 6 sentence paragraph finishing this statemen**t** " Once upon a time there was a hungry little dog…" Share your story with your family.	Go back and look over some of the previous Extra Challenges provided in the last set of activities and revisit a site you enjoyed (a museum virtual tour or zoo, for example). ———————
Independent Practice:	**Reading:** Go back through the articles you have found regarding the Coronavirus (COVID-19) and how it has spread. Begin to organize your notes, focusing on if you have contradicting information. Make sure you have your sources on hand for your writing activity. **Writing:** *[Focus on separating fact from fiction in your resources.] It seems as if everyone is blaming everyone else. Some citizens refuse to cooperate with government mandates. Do you think everything that has been closed really needed to be? What mistakes has our government made? <u>This is an argumentative essay</u>.* **Vocabulary:** Using your letter to the governor of Illinois, highlight vocab words in one color and context clues in another color. (Yellow for words, Orange for context clues, etc.) ——————————————————————————— **Resource Room:** Lesson Objective: student will review spelling patterns Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end. Words: (long o sound spelled "oa") coast, float, boast, coach, oak Please talk/share with your family.	Type/share your letter to the Governor of Illinois on Google Classroom using Google Docs or put into a Word doc. ——————— **Resource Room:** Objective- Students will identify relevant vocabulary words in Corona Virus articles. Please put 5 important words in sentences. Please talk and share with your family.
Check for Understanding:	Share your work with someone at home or with a friend. If you have Internet access, you could also email it to your teacher.	← do this.

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

Remote Learning Activities for Students

This week's math concept and skills students need in preparation for high school mathematics: A solid understanding of fractions, percents, and decimals--and how they're all related.	**Extra Challenge**

Lesson Title: Convert Fractions to Decimals and Percents Without Calculator

Objective: Students will be able to convert fractions to decimals & percentages without calculators.

Materials: Paper and Pencil (no calculator)

Standard: 7.NS.A, 7.RP.A, 8.NS.A

Activities and Instructions:

Ways to convert fractions to decimals:
• Use long division
• Another method
   • Step 1: Find a number you can multiply by the denominator to make it 10, or 100, or 1000, or any 1 followed by 0's.
   • Step 2: Multiply both numerator and denominator by that number
   • Step 3: Then write down just the numerator, putting the decimal point in the correct place (one space from the right hand side for every zero in the bottom number)

Ways to convert fractions to percents:
• You can multiply the top by 100 first then divide by the bottom number
• Move the Decimal 2 Places: After dividing, instead of multiplying by 100 we can just move the decimal point 2 places to the right, then adds the %
• Another (harder) method: percent means "per 100", so try to change the fraction to $\frac{?}{100}$ form
   • Step 1: Find a number you can multiply the denominator by to get 100
   • Step 2: Multiply both numerator and denominator of the fraction by that number
   • Step 3: Write down just the top number with the "%" sign.
• Proportions: Put what you know into this form: $\frac{Numerator\ of\ Fraction}{Denominator\ of\ Fraction} = \frac{Percent}{100}$ Then solve using any proportion solving method.

Independent Practice:

- In each section, answer 6 of the 8 (3 for Resource Room Students) problems by writing each fraction as a decimal, and percent.

Section A			Section B			Section C		
Fraction	Decimal	Percent	Fraction	Decimal	Percent	Fraction	Decimal	Percent
$\frac{1}{3}$			$\frac{7}{8}$			$\frac{135}{1000}$		
$\frac{4}{10}$			$\frac{6}{100}$			$\frac{5}{4}$		
$\frac{8}{25}$			$\frac{7}{50}$			$\frac{7}{50}$		
$\frac{11}{16}$			$\frac{19}{25}$			$\frac{7}{9}$		
$\frac{5}{8}$			$\frac{1}{4}$			$\frac{6}{11}$		
$\frac{17}{40}$			$\frac{17}{20}$			$\frac{3}{5}$		
$\frac{3}{4}$			$\frac{5}{16}$			$\frac{119}{100}$		
$\frac{7}{16}$			$\frac{1}{2}$			$\frac{1}{8}$		

- Create and solve 4 fractions and state its decimal and percent equivalent (2 for Resource Room Students) of your own.
- Answer this math prompt: We use rates in our daily lives without even thinking about it. Explain all of the ways you can think of!

Check for Understanding: Guardian creates two (one for Resource Room Students) fractions and have their child write the equivalent decimal and percent.

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

Extra Challenge

Using only addition, how do you add eight 8's and get the number 1000?

To simplify things, people eventually gave up Roman numerals in favor of the Arabic system, which relies on ten digits - 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.
Each of the following sentences has at least one hidden Arabic number - circle as many as you can find!
1. I love my computer - when it works!
2. Beth reeked of smoke after sitting by the campfire.
3. My mother likes to weigh tomatoes on every scale in the store.
4. Annie was even early for school last week!
5. We can stuff our dirty backpacks in your tent.
6. We like the mirrored maze room at the fun park.

□ + ○ = 53   ○ =

△ + △ = 36   △ =

△ + ○ = 45   □ =

Remote Learning Activities for Students

8th Grade -- April 20th (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	Social Studies Extra Challenge (Optional)
Activity Title:	Civics - laws or rules in your family.	Rabbit Adaptations	Civics - Think Local	Analyze data on COVID-19	Civics - Activate (Game)
Objective:	To determine whether specific rules or laws resolve the problems they were meant to address.	Students will write a paragraph as to why certain traits are important for survival.	To identify needs and strengths of your community.	Students will analyze data from two more different countries and evaluate the data.	To campaign for an issue of your choice.
Standards:	SS.G.4.6-8.LC	MS-LS3-4	SS.G.4.6-8.LC	S&E Practices: Analyzing and Interpreting Data MS-LS2-1, 3-1	SS.G.4.6-8.LC
Materials:	Paper, Pencil, Family	Paper, pencil, and observation	Paper, Pencil, Coloring tools, Computer if available	Paper & Pencil, News program, information for different countries, map (optional) ,graphs of data (optional)	https://www.icivics.org/games/activate
Activities and Instructions:	Think about a rule/law of your family that is used by all members of the family. Determine if that rule/law is used by all family members. On paper, construct an argument as to why the rule should or should not be followed and explain the impact it would have on the family. This will be shared with your teacher.	Think about how a rabbit looks. Rabbits eyes are high on their head and wide apart, their back legs are strong, their ears can rotate 270 degrees, and they have a flexible neck. How can these traits help them survive? Can any be a disadvantage?	Think of a problem in your community that could be addressed with a community service event. Create a flyer for the community service event to publicize and get your fellow citizens interested and aware. Examples: serving the elderly, reading to young children, cleaning up a local park, etc.	Students will gather data on the COVID-19 spread in two different countries (ex. China/Italy). Students will then compare the following: # of cases, # of survivors, # of deaths,where is the pandemic more concentrated,etc. Choose two countries you did not already choose.	If available, go to the above website to play this online game that highlights how to make a positive change in your community.
Independent Practice:	Have a discussion with a family member about a rule someone in the family has broken.	Write a paragraph as to how these traits help rabbits survive.	Think about: Day, time An activity to improve the community	Create a venn diagram comparing your two new countries. What are the similarities and differences? Look back at your data from April 17th, do you see any similarities (ex, most cases in major cities/populated areas)?	In the game, you will grow an organization of friends into a national movement and engage your community to raise awareness and support for your cause.
Check for Understanding:	Students will provide evidence of the family conversation per student writing.	Talk with a family member and see if you can come up with other traits rabbits have that help them survive.	Share your flyer with a parent and your teacher to discuss.	Share your venn diagrams with an adult and see if you can collaborate to add anything to the data.	You can play several times to try different strategies.

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

Remote Learning Activities for Students

8th Grade -- April 21st (ELA)

		Extra Challenge
Activity Title:	Policies to slow the spread/why some were worse	
Objective:	Read factual information to better understand the truth about what's happening around the world.	
Standard:	RI - 8.1, .2, .3 .8 Analyze connections, determine central idea, cite evidence W - 8.7, 8.9 Conduct research to answer a question and collect evidence to support your analysis and reflection	
Materials:	Reading material, news reports, etcetera...paper, pencil, highlighters, 3x5 cards, poster board/large unlined paper...	
Activities and Instructions:	**Reading:** Look back over the collection of information that you have found so far regarding the spread of the Coronavirus (COVID-19) and identify the information about the death rates and infection rates of countries other than the United States. Use this information to help you in the writing activity. You could also look at the rates in different regions of the United States to see if there are major differences (for example: East Coast vs West Coast). **Writing:** *After having gathered information about the Novel Coronavirus, why is the infection and death rate so different in some countries as compared to others? What are/were the differences?* **Vocabulary:** Watch a newscast/Read an article about the spread of COVID-19 and why some areas/people were hit harder than others...Take factual notes on this newscast/article and highlight key vocabulary words.. _____ **Resource Room:** Using complete sentences, write a 6 sentence paragraph finishing this statement. " The airline pilot heard a strange noise as he taxied down the runway…" Share your story with your family.	Visit the following CommonLit site under Clever https://www.commonlit.org/en/texts/what-is-a-vaccine _____
Independent Practice:	**Reading:** Once again, go back over the information you have gathered on COVID-19 to help you answer the writing activity below (you should have found at least 4-8 information sources by now to help you). If you need to, look at the news reports of other countries (think Europe) or at the WHO website www.who.int which has a world map showing where the virus has struck. Make sure you are keeping notes so you can cite sources! **Writing:** *[Focus on writing an essay that is clear, succinct, to the point.] Do you know that there are whole countries that have less than 100 cases? How is that possible? Are there **any** countries that have none? What makes those places so different? It only took about 43 days to reach a million cases world-wide! What have we learned and how will it affect the future? This is an informational essay that needs your opinion.* **Vocabulary:** Transform your notes into a first person diary entry that your children/grandchildren will read someday. What can you consider sharing with them about what you've learned and predict/share how this may impact future generations. Underline/highlight important vocab/word choices and share with a family member. _____ **Resource Room:** Lesson Objective: student will review spelling patterns Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end. Words: : (short e sound) extra, petal, expert, metal, excellent Please talk/ share with your family.	**Journal Prompt:** *Crafty: skillful at fooling others; tricky (adjective)* Describe your favorite crafty villain from a book or movie. In what ways was that character crafty? _____ **Resource Room:** Objective- Students will draw inferences /make connections from current events. Please write 3 connections/thoughts about the pandemic we are going through.Please talk share with your family.
Check for Understanding:	Share your work with someone at home or with a friend. If you have Internet access, you could also email it to your teacher.	← do this.

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

Remote Learning Activities for Students

		Extra Challenge
Lesson Title:	Convert Percentages to Decimals and Fractions Without Calculator	How many triangles are in this picture?
Objective:	Students will be able to convert percentages to decimals & fractions without calculators.	
Standard:	7.NS.A, 7.RP.A, 8.NS.A	
Materials:	Paper and Pencil (no calculator)	

Activities and Instructions:

Ways to convert percents to decimals:
• Percent means "per 100", sp 50% means 50 per 100, or simply $\frac{50}{100}$. When we divide 50 by 100 we get 0.5 (a decimal number). So, to convert from percent to decimal: divide by 100, and remove the % sign
• The Easy Way: The easy way to divide by 100 is to move the decimal point 2 places to the left so 75% becomes 0.75.

Ways to convert percents to fractions:
• Write down the percent divided by 100 like this: $\frac{percent}{100}$
• If the percent is not a whole number, then multiply both numerator and denominator by 10 for every number after the decimal point. (For example if there is one number after the decimal, then use 10, if there are two then use 100, etc.)
• Simplify (or reduce) the fraction

Independent Practice:

● In each section, answer 6 of the 8 (3 for Resource Room Students) problems by writing each percent as a decimal, and fraction.

Section A			Section B			Section C		
Percent	Decimal	Fraction	Percent	Decimal	Fraction	Percent	Decimal	Fraction
30%			201%			45%		
6%			5.21%			17.5%		
8.5%			0.002%			260%		
250%			57%			$64\frac{1}{2}\%$		
37.5%			1.6%			9.035%		
0.18%			546%			260%		
3.071%			1%			11%		
23.4%			77%			2.75%		

● Create and solve 4 percentages and state its decimal and fraction equivalent (2 for Resource Room Students) of your own.
● Answer this math prompt: Write a letter to the school board to convince them that students should be able to use calculators in math class.

If you cut the shaded shape A into two pieces in a certain way, you can then make all the other shapes (B, C, D, E, F, G) from those two pieces. How do you cut shape A?

Check for Understanding:

Guardian creates two (one for Resource Room Students) percentages and have their child write the equivalent decimal and fraction.

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

Remote Learning Activities for Students

8th Grade -- April 21st (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:	Quarantine: Yes or No	Rabbits Traits	Quarantine - Civic duty?	Analyze and Interpret data on COVID-19	Design a classroom
Objective:	Students will compare the means by which individuals and groups change societies, promote the common good, and protect rights.	Students will complete a Punnett Square of rabbits traits.	Students will compare the means by which individuals and groups change societies, promote the common good, and protect rights.	Students will analyze data from two more different countries and evaluate the data. Additionally students will start interpreting the data collected from the 6 countries of their choice.	Students will build a classroom that will allow students to go back to school even using social distancing.
Standards:	SS.CV.4.6-8.LC	MS-LS3-4	SS.CV.4.6-8.LC	S&E Practices: Analyzing and Interpreting Data MS-LS2-1, 3-1	ETS1-1
Materials:	News programs Paper and pencil	Paper and pencil	News programs, paper and pencil	Paper & Pencil, News program, information for different countries, map (optional) ,graphs of data (optional)	Paper & Pencil, Legos or other building materials found around the house
Activities and Instructions:	Construct a letter to a future 8th grade student about the quarantine imposed on Illinois and whether or not you believe this has been a way to protect its citizens and highlight your experiences. How has this experience personally impacted you?	Chocolate colors are dominant over white. Make a Punnett Square to determine the percentages of a homozygous recessive parent crossed with a homozygous dominant parent. Erect ears are dominant over floppy ears. Determine the percentages of the offsprings of two heterozygous parents. Giant gene is recessive. Determine the percentages of the offsprings of a Homozygous recessive parent and a Heterozygous parent.	It is our civic duty to think about others as well as ourselves as Covid-19 spreads. Our civic duty will help give us the calming feeling that "we did what we could" and will build community at a time that it could easily break down. Create a song, poem or artwork depicting the effects of the pandemic and the need to isolate (quarantine) as your civic duty to protect others.	Students will gather data on the COVID-19 spread in two different countries (ex.China/Italy). Students will then compare the following: # of cases, # of survivors, # of deaths,where is the pandemic more concentrated,etc. Choose two countries you did not already choose. (You should have 6 states now)	Design a classroom space that incorporates social distancing. Include the following items in your plans: ● 20 student desks ● Teacher desk ● Pencil sharpener ● Door ● Windows ● Chalkboard or Screen ● Bookshelves
Independent Practice:	Students will write to express their point of view as an Illinois citizen during a crisis.	Students will make 3 Punnett Squares to find the percentages of the offspring using the examples above.	Listen to the news to hear of stories by other concerned citizens and their thoughts about quarantine.	Create a graph/table showing the different countries and the data that was collected. You can do a bar chart, line graph, or any other graph/table of your choice.	Using one of your designs you drew, construct it with building materials (see some ideas above). Use figures to simulate the movements of students and staff.
Check for Understanding:	Students will share their writing with family and their teacher to show their point of view.	Students share their Punnett Squares with their family.	Students will share their song or poem with family and their teacher to express their feelings about their civic duty.	Share your table/graph with a parent and your teacher if possible.	Do the simulations meet the guidelines you came up with on April 9th? If you have to go back and adjust your design. Send a picture to your teacher of your construction if possible.

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

Remote Learning Activities for Students

8th Grade -- April 22nd (ELA)

	Reading	Extra Challenge
Activity Title:	(Freeport) History	
Objective:	The students will understand and gain knowledge about the city they live in.	
Standard:	RI - 8.8, .9 Evaluate specific claims, analyze conflicting information W - 8.7, 8.9 Conduct research to answer a question and collect evidence to support your analysis and reflection	
Materials:	Reading material, news reports, etcetera...pape, pencil, highlighters, 3x5 cards, poster board/large unlined paper...	
Activities and Instructions:	**Reading:** Do some research on Freeport! Find at least two sources of information that talk about Freeport and its history. You may use the following to get you started in your search: Cityoffreeport.org, City-data.com, Briticannica.com,greaterfreeport.com. Talk to people who have lived here their entire lives, SAFELY walk around town and read the historical marker information. Make sure you take notes and use them to help you cite your sources! **Writing:** *How did Freeport get its name? Why are we called Pretzel City U.S.A.? Why are we famous? Why is our emblem (symbol) a pretzel? Should the Freeport School District change our mascot to something else? What famous events have taken place here? Have any famous people lived here?* **Vocabulary:** Interview a family member/friend about Freeport's History. An elderly family member would be an excellent resource! Create a poster board project using large plain paper or poster board with magazine pics and include written headings, dates, biographical info, etc. Pay attention to specific words used and list these vocabulary words in various colors on your poster presentation. **Resource Room:** Using complete sentences, write a 6 sentence paragraph finishing this statemen**t** " I assumed I deserved this but can you tell me why you want…" Share your story with your family.	Visit a local cemetery and upload photos of biographical info you find there,pics or video from the interview itself, the internet, pics of your poster board project, etc. Research the person and write about your findings. _____
Independent Practice:	**Reading:** Continue that research! Find at least another two more sources of information on the history of Freeport. Continue to record your sources and make notes. **Writing:** *[Focus on the amount of information you provide.] Find as much information you can about Freeport. Look at all the historical people, places, and things associated with our home. See what totally crazy and/or random bits of trivia you can find! <u>This is a research essay</u>.* **Vocabulary:** Designate an area at the bottom of your poster board to include vocab words and highlight them in various colors. In addition to including a definition, pic, and prefix/suffix--consider adding why you think this particular word was used. **Resource Room:** Lesson Objective: student will review spelling patterns Put the following words in complete sentences. Don't forget to capitalize the beginning of each sentence and put a punctuation mark at the end. Words: (long e sound spelled "ee") asleep, greet, freeze, sheet, agree Please share with your family.	Visit a local cemetery and upload photos of biographical info you find there,pics or video from the interview itself, the internet, pics of your poster board project, etc. Research the person and write about your findings. _____ **Resource Room:** Obj- Students will write with purpose. Students will list on a piece of paper 5 places they will visit in Freeport after the Coronavirus epidemic settles down. Please write in complete sentences with necessary punctuation. Please share with your family.
Check for Understanding:	Share your work with someone at home or with a friend. If you have Internet access, you could also email it to your teacher.	← do this.

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

Remote Learning Activities for Students

8th Grade -- April 22nd (Math)

		Extra Challenge
Lesson Title:	Convert Decimals to Percentages and Fractions Without Calculator	Solve the Sudoku.
Objective:	Students will be able to convert decimals to percentages & fractions without calculators.	
Standard:	7.NS.A, 7.RP.A, 8.NS.A	
Materials:	Paper and Pencil (no calculator)	
Activities and Instructions:	Ways to convert decimals to percentages: • "Percent" means "per 100" so multiply the decimal number by 100, and put the % sign so people know it is per 100; Convert 0.125 to %, multiply 0.125 by 100 = 12.5% • The easy way to multiply by 100 is to move the decimal point 2 places to the right, so: 0.35 = 35% • You may also need to add zeros on the right to move the decimal point: Convert 1.2 to %, 1.2 = 120% Ways to convert decimals to fractions: • Write down the decimal divided by 1. Like this: $\frac{decimal}{1}$ • Multiply both numerator and denominator by 10 for every number after the decimal point. (For example, if there are two numbers after the decimal point, then use 100, if there are three then use 1000, etc.) • Simplify (or reduce) the fraction. • When there is a whole a whole number part, put the whole number aside and bring it back at the end.	What is half of two plus two?

Independent Practice:

- In each section, answer 6 of the 8 (3 for Resource Room Students) problems by writing each decimal as a percent and fraction.

Section A			Section B			Section C		
Decimal	Percent	Fraction	Decimal	Percent	Fraction	Decimal	Percent	Fraction
0.02			0.09			0.125		
0.64			0.75			1.5		
3.6			0.625			2.14		
0.375			2.35			0.86		
0.825			0.085			0.3125		
0.425			0.7			0.17		
0.1			3.25			9.8		
6.875			0.67			0.6875		

- Create and solve 4 decimals and state its percentage and fraction equivalent (2 for Resource Room Students) of your own.
- Answer this math prompt: What is the difference between prime numbers and composite numbers? Are there any numbers that do not fall into either of those categories?

Check for Understanding: Guardian creates two (one for Resource Room Students) decimals and have their child write the equivalent percentage and fraction.

Extra Challenge:

You are in a dark room with a candle, a wood stove and a gas lamp. You only have one match, so what do you light first?

I am an odd number. Take away one letter and I become even. What number am I?

Remote Learning Activities for Students
8th Grade -- April 22nd (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	Social Studies Extra Challenge (Optional)
Activity Title:	Civics - Celebrate Diversity	Rabbit Food Web	Civics - Celebrate Diversity "What can we learn about the world by looking at our food?"	Analyze and Interpret data on COVID-19	Civics - Represent me (Online Game)
Objective:	Students will identify and explore cultural traditions and consider the benefits of exchanging ideas and practices with others.	Students will create a food web about rabbits.	Students will identify and explore cultural traditions and consider the benefits of exchanging ideas and practices with others	Students will use data gathered previously to create a written response to the spread of COVID-19 in the USA and in the world.	Students will work as a legislator meeting diverse needs of their constituents
Standards:	SS.CV.5.6-8.LC	MS-LS3-4	SS.CV54.6-8.LC	S&E Practices: Analyzing and Interpreting Data MS-LS2-1, 3-1	SS.CV.5.6-8.LC
Materials:	Paper and pencil	Paper and pencil	Paper and pencil	Paper & Pencil, News program, information for different states and countries	https://www.icivics.org/games/represent-me
Activities and Instructions:	Write about topics like the evolution of a familiar cultural celebration, the difference between joining a culture and being born into a culture, and the value of diversity to gain appreciation for what culture offers and awareness of how others live. Answer ?s in the Independent practice section	Think about where we live, and make a list of what rabbits in our area eat. Now think about things in our area that are rabbit predators.	There are may ethnic and cultural differences in the world. One thing that can bring us together is food. How does your community and country represent these different groups? Create a placemat from a restaurant that represents a different ethnicity from yours and display a menu of your favorite foods, and decorations you would find in the restaurant. How is this food different from what your family usually eats? What do you like about the difference is foods found within our community and how does this change your view of the culture?	Using your data collected from the 6 states and 6 countries, write a response to the follow questions:	If available, go to the above website to play this online game that highlights how citizens have diverse opinions and needs.
Independent Practice:	Why do we study other cultures? What can we learn from them? What does it mean to have a diverse environment? Do you think our school has a diverse environment? Why or why not? Why is diversity important? Think about a time when you were the only person with a given characteristic in the entire room (such as the only girl or boy, the only person wearing jeans when everyone else was dressed up, or the only child in a room full of adults). Did people treat you differently from how they treated others? Did you experience any discomfort at not fitting in? Write about your experience.	Students will create a food web on rabbits in our area.	If you could go anywhere in the world and try the local cuisine (food) where would it be, and why?	How does your data correlate (compare) to each other? What are the similarities/differences? How do you interpret your findings? What are the predictions on the spread of COVID-19? How can the predictions help us prepare for the future?	In the game, you will consider people's and groups needs before deciding what bills to support in Congress.
Check for Understanding:	Students will share their writing with family and their teacher.	Talk with a family member and see if there are other predators you can come up with.	Share your placemat with your family and teacher.	Share your explanation with your family and teacher.	You can play several times to try different strategie and get new options.

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

Remote Learning Activities for Students

8th Grade -- (SEL) **Theme: Respect Yourself and Others**

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

Social Emotional Learning Choice Board		
Write your future self a letter. What advice would you give your future self? What words of encouragement? What passions are you going to pursue and how will you achieve those goals?	How do you show respect to the people in your family? Make a list of ways you can show someone respect. Then select a new way every day moving forward to showing respect to the people you are with or communicating with online.	Find a location in your house that is your "happy place". Take out the things that are distractions within this space. Add things that promote focus and calm. Belly Breathing is a great way to focus!
1. Review the **Problem Solving STEPS** **S:** Say the problem without blame. **T:** Think of solutions. **E:** Explore consequences. **P:** Pick the best solution. 2. Think about common problems in your household. Agree on one to solve together. 3. Each family member writes down the problem from their perspective on a piece of paper. 4. Check the statement for blaming words. Always • Never • You made me… • Because of you… • It's your fault… 5. Write one problem statement without blame. 6. Use the Problem-Solving Steps to find a solution together. 7. Make a plan to put your solution into action. Problem solved!	Create a family action plan for solving problems while playing the family's favorite sport. Make a T Chart and label one side "If" and the other side "Then". Decide together some possible reactions to problems that everyone can reference in the heat of the moment during the game. Display your T-Chart somewhere everyone can reference it. **T Chart** If… Joey doesn't make the touchdown and gets upset. | Then… He can walk away and take five focused breaths.	Practice planning ahead. Pretend you are going to go on a vacation. You pick the spot. Now, make a list of everything you'd need for that vacation. After mapping out what you need, how do you feel?
Go outside and take a walk with an adult. While you are outside, think about ways to show respect to your neighbors and property. Make a list or draw a picture of what you thought of on your respect walk!	Go outside (or inside) and play a game with your family. Talk about sportsmanship and what it: Looks Like, Sounds Like, Smells like **Game Ideas:** Life Tic Tac Toe Hang-Man 4 square Jump rope Tag Relay Races Uno Monopoly Basketball (around the world) Simon Says	Find a spot, inside or outside, that helps you feel calm. Try some of these poses while focusing on your breathing. Breathe in for 4 seconds, hold for 4 seconds, and then breathe out for 4 seconds. KID'S YOGA

Parent Signature: _____

Remote Learning Activities for Students

8th Grade -- (Electives)

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

Music	PE/Health- Personal Fitness
Order of flats/sharps review: Order of flats: BEADGCF Order of sharps: FCGDAEB Question 1: What is the relationship between the order of flats and the order of sharps? Question 2: If your key signature has 3 flats, which 3 would they be? Question 3: If your key signature has 3 sharps, which 3 would they be? Create: We often use a phrase to remember the order of flats (example: **B**attle **E**nds **A**nd **D**own **G**oes **C**harles' **F**ather) Come up with your own phrase that will help you remember the order of flats. Create: Come up with your own phrase to help you remember the order of sharps. GO THE EXTRA MILE!!: Write a story using the words from your phrases.	Students will work towards the state standards of (19) acquire movement and motor skills and (20) maintain a health enhancing level of physical fitness. Students should continue to log their physical activity. 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). Students should also consider their level of effort on a scale of 1-10 (1= this was super easy, 10= this was very hard and I struggled to complete it). As you do this each day, see if your number rating changes. The box below includes a 14 day body challenge for students to complete. Note that the exercises listed for each day are to be done twice.
Compare and Contrast two different styles of music (pop, rock, country, R&B, etc.) Questions to consider: What are the styles of each piece? How does the music sound (Happy, sad, inspiring, etc.)? Are there singers, if so how many? Are they singing different parts (harmony)? What are the different instruments that you hear? What do the lyrics mean to you? Once you have answered your questions, either write a short paragraph comparing the two songs explaining how they might be alike or different. Or draw a Venn diagram and compare the similarities and differences. **VENN DIAGRAM** *Different Same Different* If you are able, please share your work with your teacher on google classroom.	**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 **NOTES!** *REPEAT <u>TWICE A DAY</u> FOR TWO WEEKS.
<u>Name Your Instrument</u> - paper and pencil Name your instrument and describe it. When was it born? What is its personality? What is its history / your experiences together? What does it look like? What does it sound like? Has it ever sustained any injuries? What are its goals? *Please share your writing via email or google classrooms. I look forward to reading these!	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.

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Remote Learning Activities for Students

8th Grade -- (Electives)

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

AVID	Computer	Speech/Drama
Create a top 5 reasons to join AVID list for students thinking about joining the elective. Please rank them with #1 being what you believe to be the best reason. W.8.10	Students will work toward the Digital Citizenship standard #2 2A. Understand how to be safe online You will need paper and pencil or a digital device to complete this activity. You must write complete sentences.	**#1** Imagine you are presenting a play that was written in the 1800's. You realize the customer forgot to pick up the costumes from the cleaners and it is closed. Create and write a plan for your characters/play, that starts in 1 ½ hours to a sold out audience.What are some costume solutions you can create? Investigate multiple perspectives and solutions to performance challenges in a drama/theatre work. <u>Theatre Creating Cr.1.a</u>
Quote of the Week Quickwrite: "I've failed over and over in my life. That's why I succeed." -Michael Jordan How might his message apply to your life? Answer in a short paragraph with complete sentences. Reread for clarity and correct capitalization and punctuation. W.8.10	1. Define the following vocabulary words: oversharing, red flag feeling, social media. 2. Give an example/scenario of each vocabulary word. 3. Answer: what percentage of teens do you believe regularly use social media? 4. List the social media websites and applications that you use most often. Also include a sentence stating your reason for using the application.	**#2** This is a two day activity so read all of this. Our school is in a contest to win $100,000. If you win, the design will be in your favorite actor's next movie and the school wins the money. 1.First you must write an idea for a set in Jeannette Lloyd Theatre. It can be any genre or time period.
Word of the Day: Select a format for how you will record each Word of the Day in your own focused note/Word Collection. **hiatus**:(noun) a break or interruption Ex. Book Club is on hiatus. **unscathed**:(adjective) unharmed Ex: The firefighter emerged from the building unscathed. **implore:** (verb) to beg with urgency Ex. I implore you to drive carefully. Pick 2 and use each in a sentence. W.8.10 If you can, please share your work with your teacher.	With a family member, discuss your answers and save your work on your device. If you wish you can send your work to me by email.	**#3** 2. The next day design how you want the stage/set to look. Try to draw it. If you are more comfortable writing please use specific details. <u>Theatre Creating Cr.1.b</u> Imagine technical elements for a unified drama/theatre concept. Please include everything on the set/stage. Ex: If action is there a car,rocket, plane etc?

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Remote Learning Activities for Students

8th Grade -- (Electives)

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

Industrial Tech	Spanish
#1 Think of your next project. Draw it out on a piece of paper and put the dimensions on it (length X width X height) that you would like. For example: penny hockey game. It would be 16inches long X 10 inches wide X 1 ½ inches tall. Make a list of all the materials you would use to complete your project. Do not forget the glue, nails or screws, and paint or stain. Make a list of the tools you would need to use to be able to complete your project. These lists can be on paper or computer. If internet access, please email them to me. If you do not have access to the internet, save the paper you write the lists on and bring it to class the next time we get together.	**Interview** Write 10 (diez) preguntas using vocabulary words and grammar you have learned this year. Interview at least 3 (tres) family members and write their answers. Write complete sentences! If you can, share the responses of your family members.
#2 Now try to visualize your project. What steps would you take to go from raw lumber to a finished project? Write the steps down that you would take to go through that process. Some projects will need to be followed in exact order while others can be done in sections. Most projects will start with ripping down a board on a tablesaw to the width that you need and finish with a final coat of polyurethane. Once your list is complete, send it to me if you can by email. If you do not have access to the internet, write it down on paper and bring it to me when we see each other next.	**Los Colores** Pick 5 (cinco) colores and play Eye Spy with your family. Whatever item is said, you will need to translate it into Spanish and then write it down. If you can share some of your Eye Spy Spanish sentences with me.
#3 How would you find the square footage of the room you are in? Measure the length and width of any room where you are currently staying. If you have a tape measure, this task is pretty elementary. If you only have a ruler, this task gets a little more difficult. If you do not have either, you can use your shoes as a rule of measurement. Just take steps going heel to toe from one side of your room to the opposite side. Write down the length and width. Multiply them to find the square footage of the room. If you have the option to email me these results, please do. If not, write them down and present them to me when we meet again.	**Rebus** Make a rebus (picture story) using at least ten vocabulary words from the year. Have someone read it back to you, then have them initial it. Example: Yo tengo un gato negro. If you can email me your story :)

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