



Home Learning Plan – Middle School Grade 8

Email your teachers for feedback on your work.

Week of:	May 25, 2020
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Content Area	Activities
ELA	<p>Activity 1: (NEW) Read and annotate “My Side of the Story” (45 minutes)</p> <p>Read the short story My Side of the Story by Adam Bagdasarian from <i>First French Kiss</i>. Because we’d like you to annotate the text, discuss it during your class meeting this week, and look carefully at the dialogue, we’d like you to <i>print</i> the document if possible. Please be sure to have read through the 4-page story twice before your E.L.A. class meeting. As you’re reading, focus on characters and their relationships. Stop to ask yourself, “What’s happening between characters here?” Think about how and why power affects relationships in the story. Look for characters’ traits that may cause clashes between them.</p> <p>Activity 2: (REVIEW) Grammar: Punctuating Dialogue. (15 minutes)</p> <p>Review the basic rules of punctuating dialogue (P.D. rules.) Remember, there aren’t always speaker tags in short stories and novels once the speaker rotation has been established. In “My Side of the Story,” the author often includes dialogue without tags. Re-read a few parts of the story that contain dialogue. Then, send your teacher a short paragraph analyzing how the dialogue is written. For example, discuss how the author uses or does not use speaker tags.</p> <p>Activity 3: (REVIEW) Read a Choice Book (Read Routinely) (30 minutes)</p> <p>Read a book of your choice for 30 minutes per day. Email your teacher to update your progress in your book. In your email, also include a short paragraph about your favorite or least favorite character.</p>
Math	<p>Math 8 – Operations with Exponents</p> <p>Activity #1 NEW – Exponent Rules (25 minutes) Watch the following video and take notes: Exponent Rules Video</p> <p>Activity #2 NEW & REVIEW – Practicing Exponent Rules (30 minutes) Complete the following worksheet and check your work: Exponent Rules Practice</p> <p>Activity #3 REVIEW – Exponent Rules Review (10 minutes) Click on the following link and follow the instructions to submit your work to your teacher: Exponents Review/Check-In</p>

	<p>The following document is an opportunity for additional practice (page 1) or a reference sheet with all of the rules (page 2): Exponent Rules Summary</p> <p>High School Algebra 1 – Multiplying Binomials & Quadratic Functions Review</p> <p>Activity #1 NEW – Multiplying Binomials (20 minutes/skill x 2 skills) Watch the following videos and complete the first practice exercise after each: Multiplying Binomials: Area Model Multiplying Binomials: FOIL method</p> <p>Activity #2 NEW – Multiplying Binomials (40 minutes) Complete problems 1 – 8 at the bottom of page 1 and then check your answers on page 3. Examples are provided at the top of page 1. Page 2 includes related skills for those that would like a challenge (answers on page 4). Multiplying Binomials Practice Please submit your work to your teacher for problems 1 – 8 from page 1.</p> <p>Activity #3 REVIEW – Quadratic functions (30 minutes) IXL lesson A.BB.13 (Match quadratic functions and graphs). Complete a minimum of 10 problems. A SmartScore of lower than a 60 shows a lack of basic understanding, 60 to 74 shows basic understanding, 75 to 89 shows progressing understanding & 90 or higher shows mastery. A SmartScore of 100 shows utter domination.</p>
Science	<p>Activity 1 – (New) 15 minutes: Watch this video <i>The Folklorist: The Year Without a Summer</i> and answer the following questions in your science journal.</p> <p>Video link: https://safeYouTube.net/w/nZPD</p> <ol style="list-style-type: none"> 1. Did Mary Shelley write Frankenstein during a change in weather or climate? How do you know? 2. Considering what you know about the greenhouse effect system, how might a volcanic eruption change Earth’s mean surface temperature? 3. Besides literature, what other types of evidence might exist from past climate changes? <p>Activity 2– (New) 30 minutes: Look at the two graphs about solar activity and volcanoes and answer the attached questions for both. This document is four pages.</p> <p>Graph and Question Link</p> <p>Activity 3 – (Review) 30 minutes: Using the simulation, complete the questions in your journal to deepen your understanding about prehistoric climate change. Smithsonian Prehistoric Climate Simulation Prehistoric Climate Change Worksheet</p>

	<p>***Send evidence to your teacher that shows you have been working on these activities.</p>									
<p>Social Studies</p>	<p>This week you will be learning about the first half of the Civil War. When you complete the assignments, you may share them with your teacher in whatever way works for you. Some ideas include:</p> <ul style="list-style-type: none"> • Office 365 Teams • Share the document with your teacher in Office 365 • Save responses and attach them to an email to your teacher • Hand-write a response, take a picture of it, and email it to your teacher. <table border="1" data-bbox="397 611 1416 743"> <tr> <td data-bbox="397 611 732 646">Waldon</td> <td data-bbox="732 611 1062 646">Oakview</td> <td data-bbox="1062 611 1416 646">Scripps</td> </tr> <tr> <td data-bbox="397 646 732 682">Jillyan.fuller@lok12.org</td> <td data-bbox="732 646 1062 682">Benjamin.winn@lok12.org</td> <td data-bbox="1062 646 1416 682">Michele.griswald@lok12.org</td> </tr> <tr> <td data-bbox="397 682 732 718">Gwen.anderson@lok12.org</td> <td data-bbox="732 682 1062 718">James.maxfield@lok12.org</td> <td data-bbox="1062 682 1416 718">Rachael.Kroll@lok12.org</td> </tr> </table> <p>Activity 1 new (20 min.) Census of 1860 Looking at the Census of 1860, answer questions about what advantages and disadvantages each side would have upon entering the Civil War.</p> <p>Census document Questions</p> <p>Activity 2 new (30-40 min.) Fort Sumter and Bull Run Read the worksheet about Fort Sumter and Bull Run and answer the corresponding questions.</p> <p>Fort Sumter and Bull Run Questions</p> <p>Activity 3 new (30-40 min.) Antietam and the Emancipation Proclamation Using your textbook, you will read about Antietam (428-429) and the Emancipation Proclamation (430). If you need to use the online version, go to Teachtci.com.</p> <ul style="list-style-type: none"> • Use your teacher email (for Ms. Kroll, use brock.stalions@lok12.org) • Username: first initial, last name, 24 ex: bwinn24 • Password: student ID lowercase l lowercase o ex: 12345lo <p>You will create a 6-panel cartoon depicting the important aspects of the Battle of Antietam, the Emancipation Proclamation, and the overall impact on the Civil War up to this point. There is a spot to take notes. Feel free to use the panels for a drawing or detailed notes.</p> <p>Activity 3 - assignment sheet</p>	Waldon	Oakview	Scripps	Jillyan.fuller@lok12.org	Benjamin.winn@lok12.org	Michele.griswald@lok12.org	Gwen.anderson@lok12.org	James.maxfield@lok12.org	Rachael.Kroll@lok12.org
Waldon	Oakview	Scripps								
Jillyan.fuller@lok12.org	Benjamin.winn@lok12.org	Michele.griswald@lok12.org								
Gwen.anderson@lok12.org	James.maxfield@lok12.org	Rachael.Kroll@lok12.org								

Cadet Band	<p>Activity 1 (20 min.) Scales and arpeggios – Concert G major and Concert D major, Essential Technique lines #152 & 153.</p> <p>NEW MATERIAL. This week, work on your Concert G and D scales and arpeggios. Watch Ms. Kline give this video demonstration, and practice along with her. Choose a comfortable tempo and use a metronome when you practice!</p> <ul style="list-style-type: none"> ➤ Use the Seesaw app to send in a recording to your teacher for feedback. <i>If Seesaw is new to you, email your band director for the current access code.</i> <p>Activity 2 (20-30 min.) Essential Technique #130 - “Norwegian Dance.”</p> <p>Listen to an orchestral excerpt of Greig’s Norwegian Dance featured in this video. When practicing, pay very careful attention to the key – no flats. For some – sharps galore! Mark those notes in your music as needed. Notice the style, dynamics, and check the ties. Percussion – do this line on both mallets and snare. Watch Mr. Crimmins and Mr. Otto demonstrate it, and practice with their videos!</p> <ul style="list-style-type: none"> ➤ Use the Seesaw app to send in a recording to your teacher for feedback. <i>If Seesaw is new to you, email your band director for the current access code.</i> <p>Activity 3. (1-3 hours) Soundtrack <i>continued</i></p> <p><i>This is the same Activity 3 lesson posted last week, but you were given two weeks to work on it. Please try to finish it this week, but you may take additional time to work on it if needed and send it in when completed.</i></p> <p>A Soundtrack is music that accompanies a film or video. For this project, choose a poem or a short children’s storybook and compose a soundtrack (1-2 minutes long). Watch Ms. Jeris’ example video for details about the project!</p> <p>You can play your instrument solo, compose music for one or more instruments on Flat, or you could even record and mix tracks in Audacity. Please show your text while it is narrated (by you or another member of your household) in your video.</p> <p>Consider the following when composing your soundtrack:</p> <ul style="list-style-type: none"> ▪ What scale suits the mood of the text (Major, minor, chromatic)? ▪ Should I include any sound effects? ▪ If using poetry, how can my music fit the meter of the text? ▪ How can I show the different characters of the story with my music? <ul style="list-style-type: none"> ➤ When you’ve got a video of both your music and narration/text together, upload it to Seesaw! <i>If Seesaw is new to you, send an email to your director for the current class code.</i>
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<p>Chorale</p>	<p>Activity 1: (20-30 minutes)</p> <p>Warm up and learn portion of new music from your school choir web page</p> <p>Oakview: www.OakviewChoirs.com Scripps: www.scrippschoir.weebly.com Waldon: www.waldonchoirs.weebly.com</p> <p>Activity 2: (20-30 minutes)</p> <p>Review and record an existing song (or a new song from Activity 1) from your school choir web page and send it to your choir teacher via OneDrive.</p> <p>Oakview: Ryan.Dawley@lok12.org Scripps: Todd.Gordon@lok12.org Waldon: Christina.Welling@lok12.org</p> <p>Activity 3: (20-30 minutes)</p> <p>Complete the "school specific activity" listed on your school choir webpage</p>
<p>Creative Art</p>	<p style="text-align: center;">Fun with Forced Perspective (1-2 hours)</p> <p>Hi Artists! This week we'll be exploring a camera technique called Forced Perspective. Forced Perspective uses optical illusions to make objects seem farther away, closer, larger, or smaller than they are in real life. By placing objects closer or further away from your camera, you can make it look like your mom is hanging out inside of a shoe or your dog is riding on top of a stuffed unicorn. You can also make a short video that makes it look like you are jumping into a garbage can or popping out of a box of cereal.</p> <p>Search "Forced Perspective" or "Simple Forced Perspective" to find lots of amazing examples and ideas. Here are a few to get your wheels turning.</p> <div style="display: flex; justify-content: space-around;">   </div>



The trick is getting low to the ground with your camera (you'll probably have to lie on the floor) and figuring out how to position your close objects/far objects, so they line up to create an illusion. Recruit your brothers, sisters, parents, pets, and/or use objects from around your house or yard. Don't be afraid to experiment and try lots of different things.

Push your thinking: Look up how the director of The Lord of the Rings trilogy (Peter Jackson) used Forced Perspective to make the hobbits look small in the films. Hint: It wasn't CGI.



Use Teams (or email) to submit your best 3 Forced Perspective pictures to your Art Teacher. You can also upload your work to the [Middle School Art Padlet](#) to share with others! We can't wait to see what you come up with!!!

Forensics

Activity 1 (5-10 minutes): Find a family member to present to, or record yourself presenting (or do both!). Imagine you're at a Forensics competition and give your best first impression to your "judges."

Activity 2 (15-20 minutes): Reflect on your presentation. What two things went well? What two things could you improve on? Think about relevant vocabulary from unit 1 (projection, enunciation, fillers, movement). Write a one-paragraph reflection.

E-mail your recording (optional) and your reflection to your Forensics teacher.

WEB	<p>Activity 1: Write a letter to next year’s WEB leaders. Think back to the beginning of this year and how you felt being a brand-new WEB leader. What do you wish you knew then that you know now? How have you grown as a leader this year? What caused that growth?</p> <p>Activity 2: In class on Tuesday we will talk about the four ideas we brainstormed at the last meeting. Before our next meeting spend some time thinking about how we could accomplish those ideas.</p>
Media Productions	<p>Theme: Highlights of your Memorial Day weekend.</p> <p>Create a program that highlights your holiday weekend. Using videos clips, music, and still photos, have fun as you capture and create a program you can enjoy watching for many years.</p> <p>Criteria: (Your program should include:)</p> <ol style="list-style-type: none"> 1. Still photos 2. Video clips 3. Title 4. Written or verbal introduction to all participants (including you) 5. Music (pick a song that you like – ones that fit best) 6. Explanation of what you are doing and why you like it. This can be on the video clips as you film or a voice over 7. Length of approx. 90 seconds <p>This should be easy, fun and also a bit challenging to include all the criteria correctly. If you bring your program to your class meeting next week, it can be shared with the class. FUN.... enjoy your weekend.</p> <p>If you do not have a way of capturing your videos or photos, please produce a template of how you would produce this program. What song would you use? What pictures would you take, etc.</p>
Publications	<p>Continue to create your personal yearbook. The suggested spreads are 1. school, 2. hobbies, 3. interests, and 4. family. This week, design the front and back cover of the personal yearbook. Be sure to include the following things on the front cover: your first and last name, the school year, and your school name. Be creative and innovative. As always, feel free to contact your yearbook advisor to share what you're doing, or to ask questions.</p>
Physical Education	<p>Goal: Complete one activity each day of the week!</p> <p>Activity 1 (30 minutes): Complete 30 minutes of an outdoor exercise of your choice.</p> <p>Activity 2 (20 minutes): Click the link to choose a NEW workout to complete. https://darebee.com/workouts.html</p> <p>Activity 3 (15 minutes) [New]: Basic Fitness Concepts (online class) Assignment will be presented in the Virtual Class.</p>

	<p>Video conferencing is every week, Please check your Office 35 email for an invite to your class - It will be emailed from your PE teacher. We look forward to seeing you!</p> <ul style="list-style-type: none"> • E-mail/seesaw your results, choices, and/or answers to your teacher <p>Oakview: joel.malkasian@lok12.org OR jeffrey.faber@lok12.org Scripps: kimberly.mccool@lok12.org or Seesaw (please contact Ms. McCool for current code to enter Seesaw) Waldon: john.blackstock@lok12.org</p>
<p>Technology & Computer Science for the Empowered Learner</p>	<p>Activity 1: Keyboarding (Review)</p> <p>Maintain and improve your keyboarding skills.</p> <p>Go to Typing.com Site - https://www.typing.com/</p> <p>Options – keyboarding lessons and/or keyboarding practice activities</p> <p>Activity 2: Excel – Working with Cells and Sheets (New Activity) (15-30 minutes)</p> <p>Go to Working with Multiple Worksheets</p> <p>Site - https://edu.gcfglobal.org/en/excel/working-with-multiple-worksheets/1/</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Read the material 2. Watch the video 3. Download and complete the practice activity (Assistance downloading files) <p>Activity 3: Computer Programming (New Activity) (15-30 minutes)</p> <p>Go to Code Monkey Directions and follow steps to begin coding or continue where you left off.</p>
<p>World Language</p>	<p>German 1</p> <p>Activity 1 (New/Review): 10 minutes Topic: Breakfast / Lunch Task: Review/Preview current vocabulary Links: Fruehstueck // Mittagessen</p> <p>Activity 2 (New): 30 minutes Topic: Food Task: Watch the video and answer the questions that follow. Then complete the Food Pyramid Reading Links: Video // Worksheet</p>

Activity 3 (Review/New): 20 minutes

Topic: Food

Task: Complete a Food Pyramid in German, labeling foods in each category.

Link: [Worksheet](#)

Email your completed work to Frau Robinson

German 2

Activity 1 (New): 10 minutes

Topic: Doctor visit

Task: Use Quizlet to learn new vocabulary

Link: [Beim Arzt](#)

Activity 2 (New): 20 minutes

Topic: Doctor visit

Task: Watch a video and answer the questions on the worksheet

Links: [Video](#) // [Worksheet](#)

Activity 3 (New): 20 minutes

Topic: Doctor visit

Task: Leave a voicemail to make an appointment with your “doctor” auf Deutsch

Link: [Instructions](#)

Email your completed work to Frau Robinson

Spanish 1

Activity 1 (Review): Kahoot with healthy dinner choices vocabulary. Indicate first name, last initial and hour when joining game to register your activity.

Link provided in Form for Activity 2. (15 minutes)

Activity 2 (New): Foods unit (interpretive video with questions, interpretive reading with questions, guided communication with information about healthy lifestyles, and presentational writing with short answer with nutritional advice in Spanish). [Click here](#) to access activities. (30 minutes)

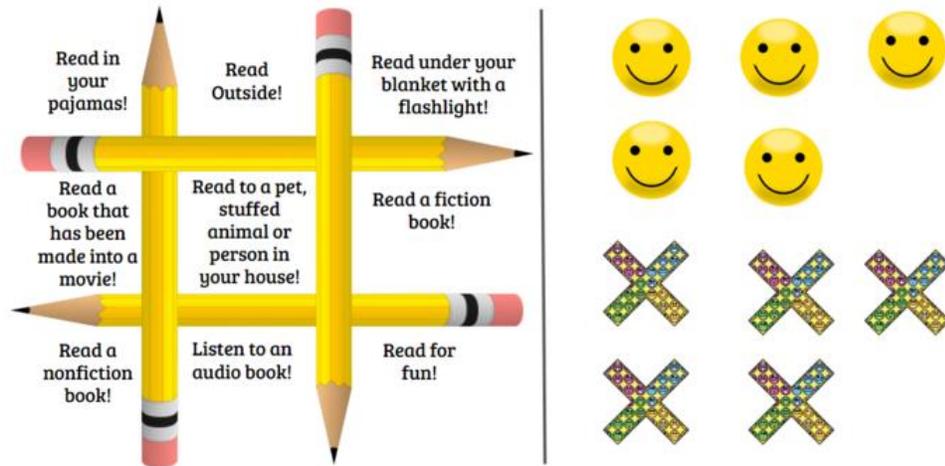
Spanish 2

Activity 1 (Review): Kahoot with rooms of the house vocabulary. Indicate first name, last initial and hour when joining game to register your activity. Link provided in Form for Activity 2. (15 minutes)

Activity 2 (New): Rooms of the house and chores. (listening/viewing video related homes, reading about house cleaning, describe chores done in specific rooms of a house). [Click here](#) to access activities. (30 minutes)

School-wide Message

A message from the virtual media center: Choose a worthy opponent or play Reading TicTacToe on your own! Print the page and cut out the x's and O's. You do not need to finish an entire book to complete each challenge. If you send a picture of yourself enjoying one of these activities, your media specialist may post your picture on the school website or media center twitter page!



Don't forget there are lots of additional resources for students on the Home Learning Resources for LOCS Students Padlet:

<https://padlet.com/loteachingandlearning/j1jg1u0i2qv3>

Read Aloud: A Text to Speech Voice Reader:

Chrome: <https://chrome.google.com/webstore/detail/read-aloud-a-text-to-speech/hdhnadidafjejdhmfkjgnolgimiapl?hl=en>

FireFox: <https://addons.mozilla.org/en-US/firefox/addon/read-aloud>

KAMI – A Website that allows you to type on any document

www.kamiapp.com - [Info Sheet](#)