



Home Learning Plan – Middle School Grade 7

Below are suggested (not required) activities for students to work on throughout the week for classes they are enrolled in.

Feel free to email your teachers if you would like feedback on your work.

Week of:	April 20, 2020
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Content Area	Activities
ELA	<p>Activity 1. Read routinely for 30 minutes (30 minutes) *Review Choose <u>one</u> of the bulleted options:</p> <ul style="list-style-type: none"> • Send an email to your teacher about what you have been reading. • Give a mini book talk to a member of your family to explain if you recommend the book or not. Send an email to your teacher with the highlights or a send video of your talk. <p>Activity 2. Analyzing an argument (35 minutes) *Review</p> <ul style="list-style-type: none"> • Listen to one of the following episodes of the podcast “Smash Boom Best” or choose another episode you are interested in. <ul style="list-style-type: none"> Invisibility vs. Flying Grand Canyon vs. Mount Everest Books vs. Movies • Write about which argument you agree with in an episode and provide two pieces of evidence to support your opinion. Email your response to your teacher. <p>The podcast can be found on Spotify, Apple Podcasts, Googe Podcasts, Stitcher, and iHeartRadio. Or, you can use this link https://app.kidslisten.org/pod/Smash-Boom-Best</p> <p>Activity 3. Informational Reading (25 minutes) *Review</p> <ul style="list-style-type: none"> • Read the attached article and write about what the main idea is and give your evidence to support it. Email your response to your teacher. https://lakeorionk12mi.sharepoint.com/:b:/s/LOShared/Waldon/ETw4NtQAmd1DqtsJ2w-K_tUBKk3vqz86o1ay7laS3nzf_Q
Math	<p>Math 7: Pick 2 Review Concepts & Complete New Concept</p> <ol style="list-style-type: none"> 1. Review Concept 7.M.EE1: IXL R11 & IXL R15 (20-25 minutes per session) OR Math XL lesson 3-simplify expressions 2. Review Concept 7.M.EE1: Expressions & Equations Worksheet 3. Review Concept 7.M.NS2: Distributive Property Puzzle Feel free to snap a picture and share with us! 4. New Concept 7.M.EE1: Solving One Step Equations w/ the Four Operations <ol style="list-style-type: none"> a. Practice: One-Step Equations b. With Addition/Subtraction How To Video: https://tinyurl.com/tu3q3s7

	<p>c. With Division How To Video: https://tinyurl.com/ub6srj5</p> <p>d. With Multiplication How To Video: https://tinyurl.com/uzpsvgw</p> <p><i>Feel free to snap a picture and share with us!</i></p> <p><u>Acc Math 7: Complete the three assignments below.</u></p> <p>5. Review Concept: Choose 1 assignment for review from Math 7</p> <p>6. Review Concept : Figure This: Who Played the Raptors?</p> <p>7. New Concept 8.M.EE2: Linear Patterns</p> <p>a. How To Video: https://tinyurl.com/oeuky26</p> <p>i. Feel free to click through the rest of the videos and practice from this Khan Academy section. More resources on the left side of the screen.</p> <p><i>Feel free to snap a picture and share with us!</i></p>
<p>Science</p>	<p>Task #1 Anchor (5 minutes - Old learning)</p> <p>Watch the Anchor Video .</p> <p>What did you notice happening to both the steak and the cookies in the video? What evidence from the video supported that? (use your senses)</p> <p>Why do you think this was happening?</p> <p>Task #2 Uncover (10 minutes- New learning)</p> <p>Read Hot Days Info Graphic</p> <p>Use these guiding questions as you read the Info Graphic.</p> <ol style="list-style-type: none"> 1. What are some patterns that you noticed with the temperature of the car? Why do you think that is? 2. Who might be impacted by this information? Why is it important to consider? 3. What do you think this graph would look like if it recorded the temperatures of the car at 45 minutes? An hour? <p>“Beat the Heat” Question: Brainstorm ways you could keep yourself cool on a long car trip, if the air-conditioner in the car breaks. This response you will email to your teacher.</p> <p>Task #3 Introduction to the Unit Challenge Scenario and Bubble Map (30 minutes -Old Learning)</p> <p>Watch the Video about the Unit Challenge Scenario here.</p> <p>Read the Unit Challenge Scenario and the Spec Sheet (on page 1 and 2) , which gives specifications, or clear details for the scenario.</p>

	<p>Think about the Unit Challenge Scenario and identify the problems you are being asked to address. This response you will email to your teacher.</p> <p>Unit Challenge Question: <i>How can scientific principles be used to design, construct, and test a device to keep a dog crate from overheating during hot days?</i></p> <p><u>Bubble Map (on page 3)</u>- Brainstorm a list of smaller questions that we will need to answer in order to complete the unit challenge. Remember to create open-ended questions (ones that do not require a 'yes or no' answer). Email your teacher your top three questions.</p> <p><u>How to turn in your work</u></p> <p>Please email your teacher and include:</p> <ol style="list-style-type: none"> 1. Response to the "Beat the Heat" question. 2. The problems you are being asked to address. 3. Your top three unit challenge questions from your bubble map. Your teachers will pull all of the responses together from across the district and create one BIG Bubble Map. <p>Emails:</p> <p><i>Oakview</i></p> <p>January.Stafford@lok12.org OR Sarah.Hunter@lok12.org</p> <p><i>Scripps</i></p> <p>Paula.Marcoux@lok12.org OR Karen.Okonowski@lok12.org</p> <p><i>Waldon</i></p> <p>David.Abbott@lok12.org OR Kearsten.Manoulian@lok12.org</p>
<p>Social Studies <i>Alexander the Great (The Iron Age/ Age of Empires)</i></p>	<p>Activity 1. New Learning: Log into our online textbook at www.teachtci.com. Read Chapter 30 - Alexander the Great and His Empire. (Read the Introduction, Sections 1-7, and Summary.) Sample username: jsmith25 Sample password: 12345lo</p> <p>After reading, complete the Lesson Game (on the left side of the page). After you complete the game, your score will automatically be visible to your teacher, and your participation will be recorded in Power School.</p> <p>Activity 2. New Learning: Read this document "Was Alexander Great?"</p> <p>After reading, create a ONE PAGE poster that makes a claim of Alexander being either "Great" or "Not Great." Along with your claim, include words, facts, statistics, drawings, images, cartoons, stickers (you can use any other art supplies you have around the house) as evidence to support your position. Feel free to make your poster as colorful and creative as you like. Evidence may be gathered from this article, from the online textbook</p>

	<p>chapter 30, or any other sources you explore on your own about Alexander the Great!</p> <p>When you finish, scan or take a picture of your poster and email it to your teacher. Your teacher will record your participation in Power School and may even share the posters so your peers can enjoy them as well!</p>
Art	<p>Greetings, artists! We'd like to remind you that these art lessons are for everyone. If you're feeling creative, Mr. Brazeau, Mrs. Harris, and Ms. Kropog would love to see your work! We can answer questions, provide feedback, give suggestions, and (most importantly) celebrate your beautiful works of art.</p> <p>Jerry.Brazeau@lok12.org (Scripps) Stephanie.Harris@lok12.org (Oakview) Jessica.Kropog@lok12.org (Waldon)</p> <p>This week, we'll be working on our observation skills by creating a landscape. Feel free to choose any media (pencil, marker, colored pencil, paint, collage, etc.) and don't be afraid to experiment.</p> <p>Go to Middle School Art Padlet to start your adventure! We would love it if you uploaded your creation to share with others!</p>
Band	<p>1. (20-30 min.)</p> <p>Practice! Solo and ensemble music. Send up to 90 seconds of your S&E piece.</p> <ul style="list-style-type: none"> ➤ Use the Seesaw app to send in 1.) a picture of your piece and 2.) a recording to your teacher for feedback if desired. (See the email from your band director on how to get started uploading to Seesaw if it's new to you) <p>2. (20 min.) Video demonstration of the music theory lesson below: https://youtu.be/zRn_fSOud44</p> <p>Lesson: Visit https://www.musictheory.net/</p> <ul style="list-style-type: none"> • Try the note identification exercises. To do this, • Select the "Exercises" tab at the top. ➤ On the next screen, select "Note Identification." ➤ On the next screen, click in the upper right-hand corner on the settings gear (looks like this: ). Select the appropriate clef (treble or bass) and move the range of notes your instrument plays. Choose the lowest note and the highest note that you have learned on your instrument. ➤ Do 25 examples (your score is tracked at the top of your screen). After your first attempt, <i>take note of your score.</i> ➤ Next, click on the Home button (the little house in the upper left-hand corner of the window.) Click on the "Lessons" tab. Select the lesson on "The Staff, Clefs, and Ledger Lines." Go through the lesson module by clicking the right arrow near the bottom of the screen. If you need to review, click on the left arrow.

	<p>➤ After the Lesson, click on the Home button in upper left-hand corner of the screen. Try the note identification exercise again and see if you can improve! Can you get at least 95% correct after 30 exercises? Keep trying until you can!</p> <p>Bonus: can you get at least 80% correct in the other clef?</p> <p>Share your work with your teacher: Take a photo, snip, or screenshot of your last screen and upload it to the activity on Seesaw.</p> <p>3. (20 min.)</p> <p>View the videos below of a professional playing your instrument:</p> <p>After watching, go to Seesaw and respond to this activity!</p> <table border="1" data-bbox="391 663 1435 1199"> <tr> <td data-bbox="391 663 911 737">Flute: https://youtu.be/xv1r1kFvWA and https://youtu.be/eOw0QmHSh48?t=10</td> <td data-bbox="911 663 1435 737">Trumpet: https://youtu.be/ZUZYoVw7moc And https://youtu.be/UE6VtJ7h0xl</td> </tr> <tr> <td data-bbox="391 737 911 768">Oboe: https://youtu.be/aOGvHTXY2Us</td> <td data-bbox="911 737 1435 768">Horn: https://youtu.be/YXNfFHeshC4</td> </tr> <tr> <td data-bbox="391 768 911 873">Bassoon: https://youtu.be/nQVV472R0Go and https://youtu.be/tf5155yEV0A</td> <td data-bbox="911 768 1435 873">Trombone: https://youtu.be/1X_N4WU2D3w and https://youtu.be/uf4MWxpM7VI</td> </tr> <tr> <td data-bbox="391 873 911 978">Clarinet: https://youtu.be/FGLBK8r3RsQ and https://youtu.be/x1N8S2cIQ8E</td> <td data-bbox="911 873 1435 978">Euphonium: https://youtu.be/udop6GYIihM and https://youtu.be/dBNm1J7sd-s</td> </tr> <tr> <td data-bbox="391 978 911 1010">Bass Clarinet: https://youtu.be/6oRvq1As_JM</td> <td data-bbox="911 978 1435 1010">Tuba: https://youtu.be/fYOsnp4O7AU</td> </tr> <tr> <td data-bbox="391 1010 911 1083">Alto Sax: https://youtu.be/XGL7cs8mf0A and https://youtu.be/qtFl05CztKs</td> <td data-bbox="911 1010 1435 1083">String Bass: https://youtu.be/QgZ_-f7pVvk4</td> </tr> <tr> <td data-bbox="391 1083 911 1115">Tenor Sax: https://youtu.be/OAWPqe0yn98</td> <td data-bbox="911 1083 1435 1115">Percussion: https://youtu.be/igah0mQ-HLA</td> </tr> <tr> <td data-bbox="391 1115 911 1199">Bari Sax: https://youtu.be/3pHBPmkXhcE</td> <td data-bbox="911 1115 1435 1199">Melodic Percussion: https://youtu.be/zh78agiZhQM</td> </tr> </table>	Flute: https://youtu.be/xv1r1kFvWA and https://youtu.be/eOw0QmHSh48?t=10	Trumpet: https://youtu.be/ZUZYoVw7moc And https://youtu.be/UE6VtJ7h0xl	Oboe: https://youtu.be/aOGvHTXY2Us	Horn: https://youtu.be/YXNfFHeshC4	Bassoon: https://youtu.be/nQVV472R0Go and https://youtu.be/tf5155yEV0A	Trombone: https://youtu.be/1X_N4WU2D3w and https://youtu.be/uf4MWxpM7VI	Clarinet: https://youtu.be/FGLBK8r3RsQ and https://youtu.be/x1N8S2cIQ8E	Euphonium: https://youtu.be/udop6GYIihM and https://youtu.be/dBNm1J7sd-s	Bass Clarinet: https://youtu.be/6oRvq1As_JM	Tuba: https://youtu.be/fYOsnp4O7AU	Alto Sax: https://youtu.be/XGL7cs8mf0A and https://youtu.be/qtFl05CztKs	String Bass: https://youtu.be/QgZ_-f7pVvk4	Tenor Sax: https://youtu.be/OAWPqe0yn98	Percussion: https://youtu.be/igah0mQ-HLA	Bari Sax: https://youtu.be/3pHBPmkXhcE	Melodic Percussion: https://youtu.be/zh78agiZhQM
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Bari Sax: https://youtu.be/3pHBPmkXhcE	Melodic Percussion: https://youtu.be/zh78agiZhQM																
Chorus	<p>Activity 1: Warm up and learn portion of new music from your school choir web page- 20-30 minutes (https://www.oakviewchoirs.com/ , http://scrippschoir.weebly.com/, http://waldonchoirs.weebly.com/)</p> <p>Activity 2: Review and record an existing song from your school choir web page and send it to your choir teacher via OneDrive- 20-30 minutes (ryan.dawley@lok12.org, todd.gordon@lok12.org, christina.welling@lok12.org)</p> <p>Activity 3: Complete the "school specific activity" listed on your school choir webpage- 20-30 minutes</p>																
Civic Life <i>Current Events and Issues</i>	<p>Civic Life is about practicing the skills of being an engaged citizen in a democracy. Some of these skills include being aware of current events and issues, developing questions for inquiry, using reliable sources to gather information, and communicating conclusions.</p> <p>To be aware of current events and issues, please view an episode at https://www.cnn.com/cnn10. This source provides a 10-minute daily show about</p>																

	<p>current events. You can also find previous episodes from the week if you are more interested in a different topic.</p> <p>After viewing the segment, please send your teacher a brief email about one of the topics you learned about. Your email might include answers to these questions: What is the topic or issue that stood out to you? Why did you find it interesting? Did anything surprise you? What new questions do you have now about this issue? Did you use another source to investigate this issue further? If yes, which source and what did you learn?</p>
<p>DSET 7</p>	<p>DSET assignments week of 4/20/20</p> <p>Hello students! Are you ready to Design Solutions through Engineering and Technology? Let's get started!</p> <p>Task #1 (30 minutes)</p> <p>Open the map of city layout. City Map</p> <p>Print off if you are able. Study the map.</p> <p>Identify locations for traffic lights. Explain reason(s) traffic lights are needed here.</p> <p>Submit your response for Task 1 to your DSET teacher through email.</p> <p>Paula.Marcoux@lok12.org</p> <p>Kearsten.manoulian@lok12.org</p> <p>Task #2 (30 minutes) <i>Students may benefit from reading the article with an adult.</i></p> <p>Open "Stop and Go" article and "Stop and Go" questions</p> <p>Print out or read from article. Record answers on paper numbered 1-14 or open a Word document.</p> <p>Read page 4 and answer questions 1-4.</p> <p>Take #3 (30 minutes) <i>Students may benefit from reading the article with an adult.</i></p> <p>Open "Stop and Go" article and "Stop and Go" questions (SEE LINK ABOVE)</p> <p>Read page 5 and complete questions 5 and 6.</p> <p><u><i>This assignment will be completed and turned in next week.</i></u></p>

<p>Engineering and Mobile Robotics</p>	<p>Activity #1 Students continue Tinkering with Tinkercad! We are enjoying viewing your 3D designs. Please log in to Tinkercad.com and see our comments. This week, let's explore Circuits. Click Circuits under 3D design under your student profile. (20-30minutes)</p> <p>For students who HAVE NOT accessed their account yet, here is the directions for getting into our class for the first time: Student instructions <i>Mrs. Hunter's Robotics Students:</i> 1. Go to our class at https://www.tinkercad.com/joinclass/2656DH6WSC8E 2. Enter the Nickname that I emailed to you 3. Click the Learn Tab at the top and proceed through the STARTERS</p> <p>Let's design together through Tinkercad.com <i>Student instructions Mr. Abbott's Robotics Students:</i> 1. Go to our class at https://www.tinkercad.com/joinclass/8Q1GUPMQTE4J 2. Enter the Nickname that I emailed to you. 3. Click the Learn Tab at the top and proceed through the STARTERS</p> <p>Let's design together through Tinkercad.com <i>Student instructions Mrs. Okonowski's Robotics Students:</i> 1. Go to your class at https://www.tinkercad.com/joinclass/VC755PZAW7T3 2. Enter the Nickname I emailed to you 3. Click the Learn Tab at the top and proceed through the STARTERS</p>
<p>Physical Education</p>	<p>Activity 1: "Strength Training" Click on the following link to complete workouts 1-5 (one each day of the week) https://www.darebee.com/pdf/programs/military-fit.pdf</p> <p>Activity 2: "Free Choice Activity" Get some exercise completing your favorite exercise/activity for 30 minutes (biking, running, walking, jump rope, skateboarding, playing soccer, basketball, etc)</p> <p>Activity 3: "Check In" Email your P.E. Teacher and let us know what you have been doing for the "Free Choice Activities". We would also like to hear which of the three different workouts you have preferred so far and why you enjoyed that weeks work out more than the others. Was it Cardio (April 6-10), Yoga (April 13-17), or Strength Training (April 20-24).</p>
<p>Technology & Computer Science for the Digital Citizen</p>	<p>Activity 1: Keyboard Practice https://www.typing.com/ (15 – 30) minutes daily</p> <p>Activity 2: Explore/Create Code (10 - 20) minutes daily (Use Google to login) a) Codecademy - https://www.codecademy.com/ b) HTML Web Page - https://www.w3schools.com/ c) App Inventor - https://appinventor.mit.edu/ d) Code Lab Web Pages - https://code.org/educate/weblab</p>

	<p>Activity 3: Digital Citizenship (20 minutes) Maintain and improve your digital citizenship skills by completing a new module this week. https://www.digitalcompass.org/game/</p>
<p>World Language</p>	<p>Spanish 1: Activity 1 (review): Gimkit with personality vocab. *Your teacher will contact you via email or Remind with your date and time to play. (15 minutes) Activity 2 (new): Foods unit (intro with listening, reading, opinions). Activities can be accessed by clicking your teacher’s name. (30 minutes) <u>Adler</u> <u>Dalton</u> <u>Fromm</u> German 1: All activities are linked in the following document: <u>April 20 German 1</u> Activity 1: Review <u>Topic:</u> Describing our families <u>Description:</u> Complete the Form linked in the document (Review Quizlet sets, watch and respond to a video, write a paragraph about your family) Activity 2: New <u>Topic:</u> Farben (colors) <u>Description:</u> Preview the Quizlet sets for the unit, complete the worksheet about colors, and play optional review games.</p>
<p>School-wide Message</p>	<p>A message from the virtual Media Center: April is Poetry Month and to celebrate we have a GooseChase scavenger hunt to explore and share poetry with other LOCS students. To participate, download the GooseChase app (you do not need to make an account). Enter the Game Code for your grade and create a profile with your first name and last initial. Then join in with your grade level classmates across the district and participate in some fun poetry activities. Have fun!</p>  <p>7th Grade: R7VKW1</p>
<p>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</p> <p>Read Aloud: A Text to Speech Voice Reader: Chrome: https://chrome.google.com/webstore/detail/read-aloud-a-text-to-spee/hdhinadidafjejdhmfkjgnolgimiapl?hl=en FireFox: https://addons.mozilla.org/en-US/firefox/addon/read-aloud</p> <p>Writing Contest: Click here to access a writing contest that is open to students!</p>	