



## Home Learning Plan – Middle School Grade 7

Email your teachers for feedback on your work.

<b>Week of:</b>	May 11, 2020
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<b>Content Area</b>	<b>Activities</b>
<b>ELA</b>	<p><b>Activity 1: RL- RI.6-8.10</b> (review- 30 minutes daily)  <b>Read daily for 30 minutes from a book of your choice.</b>            At the end of the week, please decide which character from that book you would want to be friends with and why.</p> <p>Email your teacher your response or make a character map of their personality traits and send a picture.</p> <p><b>Activity 2: W.6-8.1</b> (new- approximately 30 minutes)  <b>Have a debate</b> with a friend over FaceTime or a phone call, or with a family member at home. You can debate one of the podcast topics, your research topic, or a topic of your choice. <b>Remember to use transitions when debating. In addition..., Another reason..., Finally... all work well to show your position. Some may say... or Others may feel... help to show the counter claim.</b></p> <p><b>Email your teacher telling:</b></p> <ol style="list-style-type: none"> <li>1. Who you debated with</li> <li>2. An interesting argument that was made</li> <li>3. Who you think won and why</li> </ol> <p><b>Activity 3: W.6-8.3</b> (review- approximately 20 minutes)  <b>Revise the sentences below.</b> Elaborate to add sensory details (what you see/hear/smell) to the following passage OR make up your own passage to elaborate.            It was a nice day. I went out the backdoor and walked into the woods. The trees were beginning to bud. The birds were chirping. I love being outside.</p> <p>Email your modified story to your teacher.</p>
<b>Math</b>	<p><b>Week 5/11-5/15: Review Ratios &amp; Proportional Relationships, (Math 7) Solving Equations with Variables on Both Sides &amp; (Acc Math 7)</b></p> <p><b><u>Math 7: Pick 2 Review Concepts &amp; Complete New Concept</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Review Concept: 7.M.RP2</b> IXL J11 &amp; IXL J12 (20-25 minutes per session) <b><u>OR</u></b> Math XL lesson 6-apply proportions</li> <li>2. <b>Review Concept: 7.M.RP2</b> <a href="#">Ratios and Proportional Relationships Worksheet #3</a> (20 minutes)</li> <li>3. <b>Review Concept: 7.M.RP2</b> <a href="#">Facing Ratio Practice lesson 5</a> (25 minutes)</li> </ol>

	<p><b>4. New Concept: 7.M.EE1</b> Solving Equations with Variables on Both Sides</p> <p>a. Variables on Both Sides How To Video:  <a href="https://tinyurl.com/yxu7p7yv">https://tinyurl.com/yxu7p7yv</a>  <a href="https://www.youtube.com/watch?v=vCiq-qaZJln">https://www.youtube.com/watch?v=vCiq-qaZJln</a></p> <p>b. Practice: <a href="#">WS solve equations with variables on each side</a>  (25 minutes)  <b>Snap a picture and share with us!</b></p> <p><b>Acc Math 7: Complete the three assignments below.</b></p> <ol style="list-style-type: none"> <li><b>Review Concept:</b> Choose 1 assignment from Math 7 for REVIEW (varies)</li> <li><b>Review Concept: 7.M.RP3</b> <a href="#">Figure This: So how much does it cost?</a> (20 minutes)</li> <li><b>NEW CONCEPT: Systems of Equations 8.M.EE4</b></li> </ol> <p>a. <b>View:</b> <a href="https://www.youtube.com/watch?v=9MPUSWUyaYU">https://www.youtube.com/watch?v=9MPUSWUyaYU</a></p> <p>b. <b>Practice:</b> Solving system of equations:  <a href="#">Solve System of equations with graphing WS</a> (25 minutes)  <b>Snap a picture and share with us!</b></p>
<p><b>Science</b></p>	<p><b>Unit Question:</b> <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><b>Lesson questions:</b> <i>How do temperatures change?</i></p> <p><i>What we know so far:</i></p> <ul style="list-style-type: none"> <li>• <i>Temperature is a measure of the average kinetic energy of all molecules in an object or system.</i></li> <li>• <i>Molecules always have some kinetic energy because they are always moving.</i></li> <li>• <i>The temperature of an object changes when the average kinetic energy of the object’s molecules changes.</i></li> <li>• <i>The faster the molecules move the greater kinetic energy and the temperature.</i></li> <li>• <i>KE transfers from one molecule to the next when they collide and the collisions are random.</i></li> <li>• <i>KE transfers from high (hot) to low (cool).</i></li> <li>• <i>When KE is transferred from high to low, this results in equilibrium.</i></li> </ul> <p><b>If your teacher uses TEAMS, the assignments are posted there.</b></p> <p><b>TASK 1:</b> 30 minutes - review</p> <p><a href="#">Complete the Hot Hand, Cold Hands Investigation</a> <b>Share your responses and model with your teacher.</b></p> <p><u>After</u> the investigation watch the video, <a href="#">“Fool Your Senses”</a>.</p> <p>Lastly, watch the video, <a href="#">“There is No Such Thing as Cold”</a>.</p>

	<p><b>TASK 2:</b> 30 minutes - new</p> <p>Apply what you have learned to the <a href="#">Unit Challenge Crate Design Model</a> <b>Share your responses and model with your teacher.</b></p> <p>Begin to brainstorm how you can solve the unit challenge. <a href="#">Use this blueprint.</a></p> <p><i>We want the cooled dog crate to have a lower temperature than the air outside the crate. For the temperature to be less inside the crate, the air molecules inside the crate must be moving more slowly on average and as a result carry less kinetic energy.</i></p> <p><i>To cool the crate, we need to find a way to increase the amount of energy leaving the crate through molecular collisions. When there is less thermal energy inside the crate it will reduce the temperature.</i></p> <p><b>TASK 3:</b> 20 minutes - review</p> <p><a href="#">Check Your Progress!</a> Apply what you know to a new situation. <b>Share your responses and model with your teacher.</b></p> <p><b><u>Summary of work to turn in:</u> (please try to do so in one email)</b>  <b>If your teacher uses TEAMS, the assignments are posted there.</b></p> <p><b>Task 1: Hands Model and responses</b>  <b>Task 2: Dog Crate Model and response (do not turn in blueprint, save it)</b>  <b>Task 3: Pizza Model and responses</b></p>
<p><b>Social Studies</b>  <i>Spiritual Belief Systems and Oral History Project</i></p>	<p><b>Activity 1 (New) Paleolithic, Neolithic, and Bronze Age Spiritual Beliefs (15-30 min)</b>  Two ways to access this activity-</p> <ol style="list-style-type: none"> <li><b>If your teacher uses TEAMS, the assignment is posted there.</b> (Office 365&gt;TEAMS&gt;Social Studies&gt;Assignments) Be sure to click on “turn it in” when you finish it. You do not need to send an email.</li> <li><b>If your teacher does NOT use TEAMS, click this link below.</b> Your teacher will automatically get your responses when you finish. You do not need to send an email. Link: <a href="#">7th Grade Social Studies Content</a></li> </ol> <p><b>Activity 2 (New) Oral History Project (30-60 min)</b>  Read the article and complete the activity described here:  <a href="#">Oral History Project</a>  <b>SHARE</b> your work by-</p> <ol style="list-style-type: none"> <li><b>If your teacher uses TEAMS, please go to the assignment and follow the instructions for sharing.</b> (Office 365&gt;TEAMS&gt;Social Studies&gt;Assignments) Upload your work so your teacher and classmates can see it. Feel free to provide positive feedback to your classmates on TEAMS. You do not need to send an email.</li> <li><b>If your teacher is not using TEAMS, please email your work to your teacher for feedback and credit.</b></li> </ol>

<p><b>Art</b></p>	<p><b>Hi Artists! This week’s lesson is <u>Art Made from Natural Materials</u>.</b></p> <p>It’s a fun project for everyone, and we hope that lots of you will join in this week. To see examples and instructions, click <a href="#">HERE</a> to look at the final lesson on Padlet.</p> <p>Remember, take a picture of your project and email it to <a href="mailto:@jerry.brazeau@lok12.org">@jerry.brazeau@lok12.org</a> (Scripps), <a href="mailto:@stephanie.harris@lok12.org">@stephanie.harris@lok12.org</a> (Oakview), or <a href="mailto:jessica.kropog@lok12.org">jessica.kropog@lok12.org</a> (Waldon) and/or upload it to Padlet, with your name, to share with others. We can’t wait to see what you create! 😊</p> <p style="text-align: center;"><b>Art Made from Natural Materials</b></p> 
<p><b>Band</b></p>	<p><b>Activity 1 (10-15 min. new) Concert Gb Scale</b></p> <ul style="list-style-type: none"> <li>All scales for the home learning plans are found here: <a href="#">Poston Scale Packet</a></li> </ul> <p>This week, work on your “Full Range Scale” Concert Gb. Watch Mr. Guzak give this <a href="#">demonstration</a>.</p> <ul style="list-style-type: none"> <li>Use the <b>Seesaw</b> app to send in a recording to your teacher for feedback. <i>If Seesaw is new to you, email your director for the current class code.</i></li> </ul> <p><b>Activity 2 (20-30 min. new) Sound Innovations, Book 2 #115 “Overture to Rienzi”</b></p> <p>Be careful of your rhythms and key signature! Listen to a professional orchestra playing this piece <a href="#">here</a>. Percussionists, work on the mallet part. Watch Ms. Jeris <a href="#">demonstrate</a> it, and practice with the video or try <a href="#">Smartmusic</a> to watch your music and check your notes and rhythms!</p> <ul style="list-style-type: none"> <li>Use the <b>Seesaw</b> app to send in a recording to your teacher for feedback. <i>If Seesaw is new to you, email your director for the current class code.</i></li> </ul> <p><b>Activity 3. Think Link</b></p> <p>Watch the Ted Talk: <a href="#">The Transformative Power of Classical Music</a></p> <ul style="list-style-type: none"> <li>Use the <b>Seesaw</b> app to think about it and respond to some questions about the video. <i>If Seesaw is new to you, email your director for the current class code.</i></li> </ul>
<p><b>Chorus</b></p>	<p><b>Activity 1:</b> Warm up and learn portion of new music from your school choir web page. (20-30 minutes)</p> <p>Oakview: <a href="https://www.oakviewchoirs.com/">https://www.oakviewchoirs.com/</a></p> <p>Scripps: <a href="http://scrippschoir.weebly.com/">http://scrippschoir.weebly.com/</a></p> <p>Waldon: <a href="http://waldonchoirs.weebly.com/">http://waldonchoirs.weebly.com/</a></p>

	<p><b>Activity 2:</b> Review and record an existing song or a new song from activity 1 on your school choir web page and send it to your choir teacher via OneDrive- (20-30 minutes)  Oakview: <a href="mailto:ryan.dawley@lok12.org">ryan.dawley@lok12.org</a>  Scripps: <a href="mailto:todd.gordon@lok12.org">todd.gordon@lok12.org</a>  Waldon: <a href="mailto:christina.welling@lok12.org">christina.welling@lok12.org</a></p> <p><b>Activity 3:</b> Complete the "school specific activity" listed on your school choir webpage- (20-30 minutes)</p>
<p><b>Civic Life:  Current  Events and  Teen Issues</b></p>	<p>To be aware of current events and issues, please view an episode at:  <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a></p> <p>This source provides a 10-minute daily show about current events. You can also find previous episodes from the week if you are more interested in a different topic. <i>After viewing the segment, please send your teacher a brief email or respond on Microsoft Teams about one of the topics you learned about.</i> 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><b>DSET 7</b></p>	<p><b>PLEASE continue saving paper towel and toilet paper rolls, straws, string or yarn! We are going to be sending out some bridge building challenges soon!</b></p> <p><b><u>Mission: Build a Bridge and Get Over It!</u></b></p> <p><b>TASK 1 Motivation (20 minutes):</b></p> <p>Think about bridges in your daily routine. Have you noticed how many bridges there are? One of the most famous bridges in Michigan is the Mackinac Bridge. It is a beautiful structure that serves a purpose.</p> <ul style="list-style-type: none"> <li>• Have you ever placed a board or log over a stream so you can get across without getting wet?</li> <li>• When traveling in a car or bus, have you ever noticed how many bridges you cross to get to where you are going?</li> <li>• What are the different types of bridges that you have seen?</li> </ul> <p>Bridges are fascinating feats of engineering. Throughout history, humans have creatively designed everything from rope and plank bridges to the Golden Gate Bridge. Today, primarily civil and structural engineers are responsible for the design of bridges of which we have more than 500,000 in the U.S. that are longer than 100 feet (30 meters).</p> <p>Since bridges must be safe under all anticipated load and weather conditions, in designing today's modern bridges, engineers take into consideration tension and compression forces. They also creatively strive to meet people's needs within budget and material constraints.</p>

	<p>Visit this website and article.</p> <p><a href="https://bridgemastersinc.com/famous-bridges-around-the-world-their-engineering-secrets/">https://bridgemastersinc.com/famous-bridges-around-the-world-their-engineering-secrets/</a></p> <p>Which bridge is your favorite and why? Email a response to your teacher.</p> <p><b>TASK 2 – AVOID Disasters –</b></p> <p>While bridges are fascinating feats of engineering, there have been many bridges that have collapsed. Watch this video of the Tacoma Narrows Bridge as it falls apart during a high wind speed. (link here) <a href="https://www.youtube.com/watch?v=j-zczJXSxw">https://www.youtube.com/watch?v=j-zczJXSxw</a></p> <p><b>Research - Use this link to a long list of bridge disasters.</b></p> <p><a href="https://en.wikipedia.org/wiki/List_of_bridge_failures">https://en.wikipedia.org/wiki/List_of_bridge_failures</a></p> <ul style="list-style-type: none"> <li>• Identify two bridge disasters. One must be from 1800-2000 and one from 2000 - present.</li> <li>• What was the reason the bridge collapsed?</li> </ul> <p>Email a response to your teacher that includes the two bridges and reasons for their collapse.</p> <p><b>TASK 3 -</b> Take a look at your <a href="#">city map</a>.</p> <p>Identify at least three places you would put a bridge in your city.</p>
<p><b>Engineering and Mobile Robotics</b></p>	<p>Students continue with Tinkering with Tinkercad! Loved seeing your Earth Day creations last week. Make sure you check in and read any comments that we left for you on your creations.</p> <p><b>Task 1:</b> (7 minutes) Watch this video on how to make a robot mask. It might not be a social distancing mask, but I thought it would be a fun twist on making a mask.</p> <p><a href="https://www.youtube.com/watch?v=hNZL4NE_vYI">https://www.youtube.com/watch?v=hNZL4NE_vYI</a></p> <p><b>Task 2:</b> (30 minutes) After viewing the video, create your own mask and send a picture of it to your teachers. Be creative and have fun!</p> <p><b>Task 3:</b> (15 minutes) Use Tinkercad to design your own mask. Be creative and have fun!</p> <p><b>For students who HAVE NOT accessed their account yet,</b> here is the directions for getting into our class for the first time:</p> <p><b>Student instructions Mrs. Hunter’s Robotics Students:</b> 1. Go to our class at <a href="https://www.tinkercad.com/joinclass/2656DH6WSC8E">https://www.tinkercad.com/joinclass/2656DH6WSC8E</a> 2. Enter the Nickname that I emailed to you 3. Click the Learn Tab at the top and proceed through the STARTERS before completing Activity 1 above Let’s design together through Tinkercad.com</p>

	<p><b>Student instructions Mr. Abbott’s Robotics Students:</b> 1. Go to our class at <a href="https://www.tinkercad.com/joinclass/8Q1GUPMQTE4J">https://www.tinkercad.com/joinclass/8Q1GUPMQTE4J</a> 2. Enter the Nickname that I emailed to you. 3. Click the Learn Tab at the top and proceed through the STARTERS before completing Activity 1 above Let’s design together through Tinkercad.com</p> <p><b>Student instructions Mrs. Okonowski’s Robotics Students:</b> 1. Go to your class at <a href="https://www.tinkercad.com/joinclass/VC755PZAW7T3">https://www.tinkercad.com/joinclass/VC755PZAW7T3</a> 2. Enter the Nickname I emailed to you 3. Click the Learn Tab at the top and proceed through the STARTERS before completing Activity 1 above</p>
<p><b>Physical Education</b></p>	<p><b>Activity 1 – Fitness (New/Review)</b> Click on the following link: <a href="https://darebee.com/programs/military-fit.html">https://darebee.com/programs/military-fit.html</a> Complete days 6 - 10.</p> <p><b>Activity 2 - Movement/Skill Work of Your Choice (Review)</b> 30 minutes of exercise/skill work that you find most enjoyable (Examples: Walking, jogging, biking, skateboarding &amp; rollerblading)</p> <p><b>Activity 3 – New/Review from last week:</b> Skill Work (Overhand Throw): <a href="https://youtu.be/b7r9JR6KmLE">https://youtu.be/b7r9JR6KmLE</a> Send a short video of your skill work.</p> <p><b>*Reporting back to your PE Teacher:</b> Scripps students can use Seesaw, Oakview &amp; Waldon students can email their PE teachers to share video of the overhand throw and report what was done for Activity 1 and 2.</p>
<p><b>Technology &amp; Computer Science for the Digital Citizen</b></p>	<p><b>Activity 1: Keyboarding / Digital Citizenship (15-30 minutes)</b> Go to <a href="https://www.digitalcompass.org/game/">Digital Compass Site - https://www.digitalcompass.org/game/</a> *Select a new module to complete</p> <p>Go to <a href="https://www.typing.com/">Typing.com Site - https://www.typing.com/</a> *Maintain and improve your keyboarding skills.</p> <p><b>Activity 2: Internet Safety Skills</b> Go to <a href="https://edu.gcfglobal.org/en/internetsafety/your-browsers-security-features/1/">Browser’s Security Features</a> Site - <a href="https://edu.gcfglobal.org/en/internetsafety/your-browsers-security-features/1/">https://edu.gcfglobal.org/en/internetsafety/your-browsers-security-features/1/</a> *Read the material and watch the video</p> <p><b>Activity 3: Computer Programming (15-30 minutes)</b> Go to Code Monkey <a href="#">Directions</a> and follow steps to begin coding</p> <p><b>Check this out for fun</b> and take a <a href="#">Code Break!</a></p>

<p><b>World Language</b></p>	<p><b>Spanish 1:</b>  <b>REVIEW:</b> Kahoot Challenge (untimed, independent practice) with food vocabulary. Be sure to sign in with your first and last name. 15 minutes.  <b>NEW:</b> Foods unit (interpretive listening and reading; optional presentational task). 30 minutes.  <a href="#">Spanish 1 Activities Link</a></p> <p><b>German 1:</b>  Activity 1 (New/Review): 10 minutes each  Topic: Shopping/City Vocab  Task: Review recent and new vocabulary sets on Quizlet  <a href="#">Activity 1 Link One</a> // <a href="#">Link Two</a></p> <p>Activity 2 (Review): 20 minutes  Topic: Clothing  Task: Write a list of appropriate wardrobe choices for various situations (include at least 4 clothing items per list)  <a href="#">Activity 2 Link</a></p> <p>Activity 3 (New): 15 minutes  Topic: German Cities  Task: Listen to a video of a city tour and respond to questions  <a href="#">Activity 3 Link</a>  <i>E-mail your completed work to Frau Robinson.</i></p>
<p><b>School-wide Message</b></p>	<p><b>A message from the virtual Media Center:</b> Our student activity for this week is an extension of last week's audio books. Last week, we introduced you to the free audio books using AudioFile Sync using the Sora app or website. This week, we would like to let you know that you can borrow books through the Orion Township Public Library using Sora! On the website or the app, go to your account information on the top right and click <b>Add a public library</b>. Orion Township Public Library is a part of the Midwest Collaborative for Library Services, so you can search to add this library to your account and then browse their available books!</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>

**Read Aloud: A Text to Speech Voice Reader:**

**Chrome:** <https://chrome.google.com/webstore/detail/read-aloud-a-text-to-spee/hdhinadidafjeidhmfkjgnolgimiapl?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](http://www.kamiapp.com) - [Info Sheet](#)