



## Home Learning Plan – Middle School Grade 7

Email your teachers for feedback on your work.

<b>Week of:</b>	May 25, 2020
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Content Area	Activities
ELA	<p><b>Activity 1. Read routinely for 30 minutes (30 minutes) *Review (PS RI-RL7.10 &amp; R.L 7.6)</b></p> <ul style="list-style-type: none"> <li>• While reading, focus on the perspectives of two different characters.</li> </ul> <p><a href="#">Perspective vs. Point of View Anchor Chart</a></p> <p><b>• Contact your teacher and explain how the novel would be different if it was from another character’s perspective.</b></p> <p><b>Activity 2. Writing routinely (30 minutes) *New (W7.10 &amp; R.I 7.6/R.L.7.6)</b> Pick one of the below options:</p> <p><b>Option One: Rewrite a scene from a different character's perspective.</b> Examples from novel <i>Beanball</i>: <a href="#">Multiple Characters' Perspectives</a></p> <p><b>Option Two: Compare Perspectives</b></p> <ol style="list-style-type: none"> <li>1. Contact a Lake Orion 7<sup>th</sup> grader.</li> <li>2. Discuss your first day of 7<sup>th</sup> grade, or your reaction when you learned you would not return to school this year.</li> <li>3. Complete this graphic organizer (<a href="#">Perspective Graphic Organizer</a>) or create your own graphic organizer, comparing the two perspectives regarding the same event.</li> </ol> <p><b>Share your graphic organizer or scene with your teacher.</b></p>
<b>Math 7</b> Constant Rate of Change; Surface Area of Prisms	<p><b>Math 7: Complete the 2 Review Concepts &amp; Complete New Concept</b></p> <ol style="list-style-type: none"> <li>1. <b>Review</b> Concept: IXL K4 and V5 (20-25 min) or Math XL Lesson 8 (rate/slope from graph) (20-25 min)</li> <li>2. <b>Review</b> Concept: <a href="#">CROC Review Worksheet</a> (15-20 min)</li> <li>3. <b>NEW CONCEPT</b>: Surface area of Rectangular &amp; Triangular Prisms Watch the Videos and Choose your Level Worksheet</li> </ol> <p><a href="#">Surface Area of Prisms Video</a> (5 min)  <a href="#">Surface Area of Triangular Prisms Video</a> (5 min)  <b>Choose Your Level Worksheet:</b> (30-45 min)  <a href="#">S.Area Basic</a> <a href="#">S.Area Basic +</a> <a href="#">S.Area Challenge</a></p>
<b>Acc Math 7</b>	<p><b>Acc Math 7: Complete the three assignments below</b></p> <ol style="list-style-type: none"> <li>1. <b>Review Concept:</b> Choose 1 assignment from Math 7 for REVIEW</li> </ol>

<p>Slope/Intercept Form; Pythagorean Theorem</p>	<p><b>2. Review Concept:</b> <a href="#">Slope/Intercept Worksheet</a> (15- 20 min) <a href="#">(Video to Review Slope Intercept Form)</a> (7 min) <b>3. NEW CONCEPT: Pythagorean Theorem</b> <b>Watch the Video and Choose your Level Worksheet</b> <a href="#">Pythagorean Theorem Video</a> (11 min) <b>Choose Your Level Worksheet:</b> (20-30 min) <a href="#">Pyth Basic</a> <a href="#">Pyth Basic +</a></p>
<p><b>Science</b> <i>Unit 7.3 Moving Thermal Energy</i> <i>Lesson 5: Keep It Cool</i></p>	<p><b>Unit Question:</b> How can scientific principles be used to design, construct, and test a device to keep a dog crate from overheating during hot days?</p> <p><b>Lesson 5 Questions:</b></p> <ul style="list-style-type: none"> <li>• How can we test our solutions?</li> <li>• How can this testing help improve the solution?</li> </ul> <p><b>Gotta Have Checklist:</b></p> <ul style="list-style-type: none"> <li>• How different kinds of models can be used to address problems</li> </ul> <p><b>What we know so far:</b></p> <ol style="list-style-type: none"> <li>1. Temperature is a measure of the average kinetic energy of all molecules in an object or system.</li> <li>2. Molecules always have some kinetic energy because they are always moving.</li> <li>3. The temperature of an object changes when the average kinetic energy of the object's molecules changes.</li> <li>4. The faster the molecules move the greater kinetic energy and the temperature.</li> <li>5. KE transfers from one molecule to the next when they collide and the collisions are random.</li> <li>6. KE transfers from high (hot) to low (cool).</li> <li>7. When KE is transferred from high to low, this results in equilibrium.</li> <li>8. The amount of matter in the system affects the temperature of the system – the more matter that is added to the system, the greater the temperature change.</li> <li>9. The type of matter that the system is made up of also affects the change in temperature of the system. Some types of matter, like water, have smaller increases in temperature, when thermal energy is added to the system, while others, like oil, have greater increases in temperature when the same amount of thermal energy is added.</li> </ol> <p><b>Task 1: Review - 10 minutes</b></p> <ol style="list-style-type: none"> <li>1. Read the following scenario. Predict which teacher is correct and explain why.</li> <li>2. Write your prediction and explanation in your notebook.</li> </ol> <p><b><i>Your teacher recently read an article about heat stroke first aid. Heatstroke can occur in humans when activity and/or high temperatures cause their body to become too warm. According to the article your teacher read, you should first call 911, then wrap the person in a wet sheet to quickly lower their body temperature. Your teacher's friend disagrees and thinks that placing the person in front of a fan will lower their body temperature just as fast.</i></b></p> <p><b>Task 2: Review - 40 minutes</b></p> <ol style="list-style-type: none"> <li>1. A Heatstroke Investigation was conducted to determine which teacher is correct. Two pop cans were used to simulate heatstroke victims. One can was wrapped in a wet paper towel, the other can was left as is. Hot water</li> </ol>

	<p>was poured into each can, a fan was blowing on both. Temperatures were recorded for both cans every minute for 5 minutes.</p> <ol style="list-style-type: none"> <li>Look at these pictures of the lab set up and investigation: <a href="#">Gather materials</a></li> </ol> <p><a href="#">Experiment</a></p> <ol style="list-style-type: none"> <li>Use the <a href="#">Heat Stroke Data Table</a> to complete <a href="#">Lab pgs. 3 &amp; 4</a> (Hint: Use 2 different colors to complete the double line graph) On page 4, SKIP QUESTION #5 AND SKIP MODEL</li> <li><b>Send lab sheet pages 3 &amp; 4 to your teacher.</b></li> </ol> <p><b>Task 3: New - 20 minutes</b></p> <ol style="list-style-type: none"> <li>Use the results from task 2 and the criteria and constraints below to revise your <a href="#">Crate design model</a></li> <li>Keep your updated crate design for future lessons.</li> </ol> <table border="1" data-bbox="431 737 1430 1058"> <thead> <tr> <th data-bbox="431 737 932 779">Design criteria</th> <th data-bbox="932 737 1430 779">Design constraints</th> </tr> </thead> <tbody> <tr> <td data-bbox="431 779 932 1058"> <ul style="list-style-type: none"> <li>Must be able to insert thermometer inside crate</li> <li>Must use provided container to represent the crate</li> <li>Cools crate temperature to below air temperature (hot day)</li> </ul> </td> <td data-bbox="932 779 1430 1058"> <ul style="list-style-type: none"> <li>Cannot block the crate entrance</li> <li>Does not require electricity</li> <li>No wet dogs</li> <li>Changes must be applied to the crate, not the space surrounding the crate</li> </ul> </td> </tr> </tbody> </table> <p><b>Task 4: Optional - 10 minutes</b></p> <ol style="list-style-type: none"> <li>Contact a 7<sup>th</sup> grade classmate and compare your crate designs and ideas.</li> <li>Submit your discussion to your teacher for feedback.</li> </ol>	Design criteria	Design constraints	<ul style="list-style-type: none"> <li>Must be able to insert thermometer inside crate</li> <li>Must use provided container to represent the crate</li> <li>Cools crate temperature to below air temperature (hot day)</li> </ul>	<ul style="list-style-type: none"> <li>Cannot block the crate entrance</li> <li>Does not require electricity</li> <li>No wet dogs</li> <li>Changes must be applied to the crate, not the space surrounding the crate</li> </ul>
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<p><b>Social Studies</b> <i>The Middle Ages &amp; Feudalism (Era 4)</i></p>	<p><b>Activity 1: New (45 minutes):</b> Log onto our online textbook: <a href="http://www.teachtci.com">www.teachtci.com</a>. Read <i>Chapter 40 – The Development of Feudalism in Western Europe (Intro, sections 1 - 6, Summary)</i>. After reading, complete the <i>Lesson Game</i> (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. Sample username: jsmith25 Sample password: 12345lo</p> <p><b>Activity 2: New (45 minutes):</b> Watch the five-minute movie clip about the <a href="#">Introduction of the Middle Ages</a>. After viewing the clip do the following project:</p> <ol style="list-style-type: none"> <li>Research a Medieval castle.</li> <li>Choose a creative way to summarize and present your castle. Ideas include writing a summary, creating a poster, designing a travel brochure, or making a PowerPoint/Prezi. Be creative!</li> <li>Your project should include details such as a picture, approximate date of when it was built, why or for whom it was built, and any other</li> </ol>				

interesting facts. Be sure to include your source for your picture and make sure you rephrase information in your own words!

4. Lastly, to receive credit for your project, email your project to your teacher or post it on TEAMS if your teacher requires assignments be turned in this way.

Art

**Fun with Forced Perspective (1-2 hours)**

**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.

Search **“Forced Perspective”** or **“Simple Forced Perspective”** to find lots of amazing examples and ideas. Here are a few to get your wheels turning.





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!!!

Band	<p><b>Activity 1 (20-25 min)</b> 2 Minor scales with arpeggios. Sound Innovations Book 2: #189 (Concert g minor) and #193 (Concert c minor)</p> <ul style="list-style-type: none"> <li>➤ These two scales are in your band book, not the Poston scale packet!</li> </ul> <p>This week, work on your Concert g minor and c minor scales and arpeggios. Watch Mr. Crimmins give a <a href="#">video demonstration</a>. Practice slowly with your metronome and check your key signature! You can also listen and practice with <a href="#">smartmusic</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, send an email to your director for the current class code.</i></li> </ul> <p><b>Activity 2 (15 min.) Sound Innovations, Book 2, #127 and #128 “Reuben and Rachel” in two keys: Concert C major and Concert c minor.</b></p> <p>This lesson presents the folk song Reuben and Rachel in a major key and then again in a minor key. Notice that the key is quite different between the two lines, which shows you how minor and major keys relate to each other when using the same starting note. Also, observe the time signature of cut-time, and perform the dynamics and accents. Percussionists, work on the mallet part for both lines AND The snare part for #128 - you get to do a Rimshot! Watch Ms. Kline’s and Mr. Otto’s <a href="#">video demonstration</a> and practice along with it. You can also try it on <a href="#">Smartmusic</a>.</p> <ul style="list-style-type: none"> <li>➤ Use the <b>Seesaw</b> app to send in a recording of both lines to your teacher for feedback. <i>If Seesaw is new to you, send an email to your director for the current class code.</i></li> </ul> <p><b>Activity 3. (1-3 hours) Soundtrack <i>continued</i></b></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’ <a href="#">example video</a>!</p> <p>You can play your instrument solo, compose music for one or more instruments on <a href="#">Flat</a>, or you could even record and mix tracks in <a href="#">Audacity</a>. <b>Please show your text while it is narrated</b> (by you or another member of your household) in your video. Consider the following when composing your soundtrack:</p> <ul style="list-style-type: none"> <li>▪ What scale suits the mood of the text (Major, minor, chromatic)?</li> <li>▪ Should I include any sound effects?</li> <li>▪ If using poetry, how can my music fit the meter of the text?</li> <li>▪ How can I show the different characters of the story with my music?</li> </ul>
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	<p>➤ 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></p>
Chorus	<p><b>Activity 1:</b> (20-30 minutes)</p> <p>Warm up and learn portion of new music from your school choir web page</p> <p>Oakview: <a href="http://www.OakviewChoirs.com">www.OakviewChoirs.com</a>  Scripps: <a href="http://www.scrippschoir.weebly.com">www.scrippschoir.weebly.com</a>  Waldon: <a href="http://www.waldonchoirs.weebly.com">www.waldonchoirs.weebly.com</a></p> <p><b>Activity 2:</b> (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: <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> (20-30 minutes)</p> <p>Complete the "school specific activity" listed on your school choir webpage</p>
Civic Life <i>Current Events and Teen Issues</i>	<p><b>Activity 1 (new): (15 minutes):</b> To be aware of current events and issues, please view an episode at: <a href="http://CNN10.com">CNN 10</a>. 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.</p> <p>After viewing the segment, please send your teacher a brief email or respond on Microsoft Teams 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>
DSET 7	<p><b>Activity 1: Look at <u>Suspension Bridges</u> 15 minutes</b></p> <p><b>No response required</b></p> <p><b>Click CTRL + curser and the videos and documents should open in a new window.</b></p>

The [Royal Gorge Suspension Bridge](#), the highest in the US. Watch all, pay special attention to the last 15 seconds. (1:00 minute)

The [Verrazzano-Narrows Bridge](#) is the longest suspension bridge. (5 minutes, has excellent views of construction).

The [Golden Gate Bridge](#) is a famous suspension bridge. It is the second longest suspension bridge. (4 minutes)

Our own [Mackinac Bridge!](#) The third longest suspension bridge in the United States.

**Activity 2: Understanding the Main Parts of a Suspension Bridge 30 minutes**

**No response required.**

Read through and study the [main parts of the suspension bridge](#). Create a plan of what materials you can use at home for each of the main parts.

Gather straws, tape, uncooked spaghetti noodles, cardboard, hot glue, etc. You will probably need a lot of string or yarn. 😊

**Activity 3: Build Your Suspension Bridge 30 minutes**

**Procedure:**

1. Build the bridge using any materials you have at home.
2. Add weight to the center portion of your bridge until it collapses.
3. Reflect on ways in which you can improve and strengthen your design.

*Analyze* and report on your own design, build, and testing process by answering these questions.

- How did the suspension design fail?
- How could you improve the design?
- If you have enough materials, make the design change and test your bridge again.

	<p><b>Email your responses to your teacher. It would be great if you could send a before and after picture of the bridge.</b></p>
<p>Engineering and Mobile Robotics</p>	<p>Hello Robotics Students!</p> <p>It has been pure delight for your teachers to see the designs you have been creating over the past few weeks, from robotic arms, to Earth Day, to pet devices and finally masks. You have been so creative!!!</p> <p>This week, I would like you to learn about some ideas that seem to be more realistic (vs. futuristic) in our world around us. The System Alert magazine linked below, is dated 2018 but seems to be one that could have been written today. The articles relate to how our stores, farms, etc. are using robots and automation to improve our world of food. I hope you find them interesting and informative with our constantly changing world.</p> <p><a href="#"><u>System Alert! A Store Coming Near You</u></a></p> <p><b>Hint: It might help to read the questions first and highlight answers as you are reading.</b></p> <p><b>Task 1:</b> Read the articles on pages 1 &amp; 2.  <b>Task 2:</b> Read the articles on pages 3 &amp; 4  <b>Task 3:</b> Fill in the worksheet at the end. You can send your answers to your teachers to see if you are correct.</p>
<p>Physical Education</p>	<p>Goal: Complete one activity each day of the week!</p> <p><b>Activity 1 (30 minutes):</b> Complete 30 minutes of an outdoor exercise of your choice</p> <p><b>Activity 2 (20 minutes):</b> Click the link to choose a NEW workout to complete <a href="https://darebee.com/workouts.html"><u>https://darebee.com/workouts.html</u></a></p> <p><b>Activity 3 (15 minutes) [New]:</b> Basic Fitness Concepts (online class) Assignment will be presented in the Virtual Class.</p> <p>Video conferencing is every week, Please check your Office 365 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"> <li>• E-mail/seesaw your results, choices, and/or answers to your teacher</li> </ul> <p>Oakview: <a href="mailto:joel.malkasian@lok12.org"><u>joel.malkasian@lok12.org</u></a> OR <a href="mailto:jeffrey.faber@lok12.org"><u>jeffrey.faber@lok12.org</u></a>  Scripps: <a href="mailto:kimberly.mccool@lok12.org"><u>kimberly.mccool@lok12.org</u></a> or Seesaw (please contact Ms. McCool for current code to enter Seesaw)</p>

	<p>Waldon: <a href="mailto:john.blackstock@lok12.org">john.blackstock@lok12.org</a></p>
<p>Technology &amp; Computer Science for the Digital Citizen</p>	<p><b>Activity 1: Keyboarding / Digital Citizenship</b> (15-30 minutes)</p> <p>Go to <a href="https://www.digitalcompass.org/game/">Digital Compass</a> Site - <a href="https://www.digitalcompass.org/game/">https://www.digitalcompass.org/game/</a></p> <p>*Select a new module to complete</p> <p>Go to <a href="https://www.typing.com/">Typing.com</a> Site - <a href="https://www.typing.com/">https://www.typing.com/</a></p> <p>*Maintain and improve your keyboarding skills.</p> <p><b>Activity 2: Internet Safety Skills</b></p> <p>Go to <a href="https://edu.gcfglobal.org/en/internetsafety/how-to-avoid-malware/1/">How to Avoid Malware</a></p> <p>Site - <a href="https://edu.gcfglobal.org/en/internetsafety/how-to-avoid-malware/1/">https://edu.gcfglobal.org/en/internetsafety/how-to-avoid-malware/1/</a></p> <p>*Read the material and watch the video</p> <p><b>Activity 3: Computer Programming</b> (15-30 minutes)</p> <p>Go to <a href="#">Code Monkey Directions</a> and follow steps to begin coding or continue where you left off.</p> <p><b>Check this out for fun</b> and take a <a href="#">Code Break!</a></p>
<p>World Language</p>	<p><b>German 1</b></p> <p><b>Activity 1 (New/Review):</b> 10 minutes  Topic: Breakfast / Lunch  Task: Review/Preview current vocabulary  Links: <a href="#">Fruehstueck</a> // <a href="#">Mittagessen</a></p> <p><b>Activity 2 (New):</b> 30 minutes  Topic: Food  Task: Watch the video and answer the questions that follow. Then complete the Food Pyramid Reading  Links: <a href="#">Video</a> // <a href="#">Worksheet</a></p> <p><b>Activity 3 (Review/New):</b> 20 minutes  Topic: Food  Task: Complete a Food Pyramid in German, labeling foods in each category.  Link: <a href="#">Worksheet</a></p> <p>Email your completed work to Frau Robinson</p>

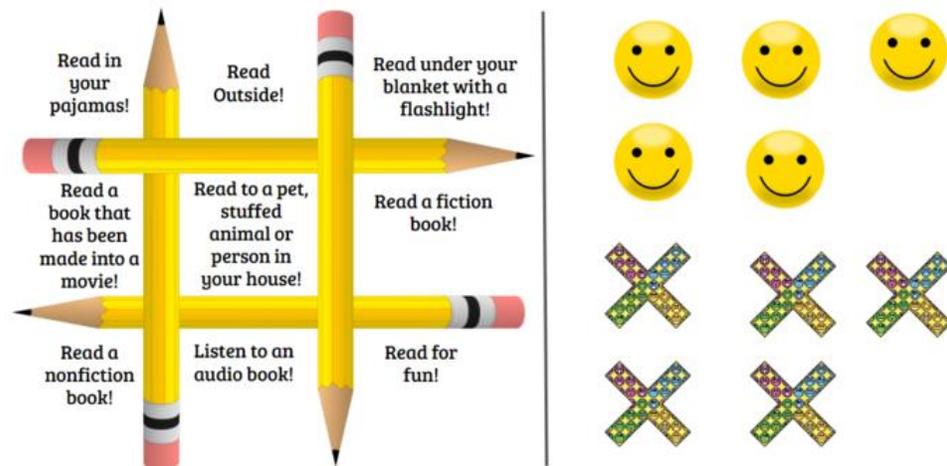
**Spanish 1**

**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)

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/locteachingandlearning/i1jg1u0i2qv3>

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

**Chrome:** <https://chrome.google.com/webstore/detail/read-aloud-a-text-to-speech/hdhdinadafjejdhmfkignolgimiapl?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](#)