



Home Learning Plan – Middle School Grade 7

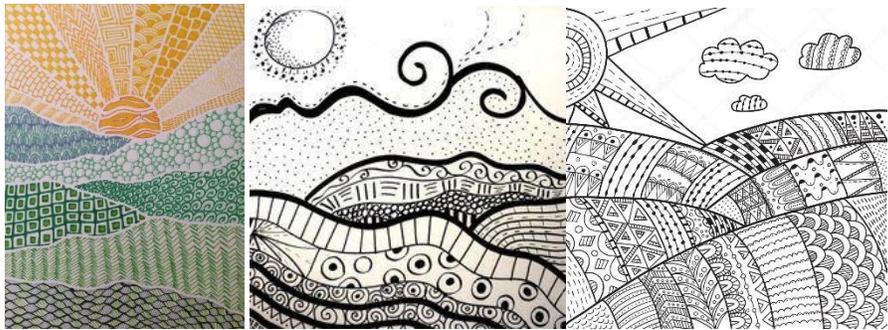
Email your teachers for feedback on your work.

Week of:	June 1, 2020
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Content Area	Activities
ELA	<p>Activity 1. Read routinely for 30 minutes (30 minutes) *Review (PS RI-RL7.10 & R.L 7.6)</p> <p>While reading, consider how your opinion of a character can change based on what the author chooses to reveal about them.</p> <ul style="list-style-type: none"> • Reread the story, “The Stolen Party”, from our unit earlier this year, using the link below. Readers are made to feel one way about the character of the mother at the beginning of the story, then a different way at the end. • Write a note to your teacher explaining, with evidence, how the reader’s perspective of the mother changes based on the information the author has chosen to share about her. • <u>Click HERE for a link to the story</u> <p>Activity #2 Readers have epiphanies (30 minutes) *New (W7.10 & R.I 7.6/R.L.7.6)</p> <ul style="list-style-type: none"> • Look up the word “epiphany” to understand the meaning. • Watch the video “Be Brave” using the link below and think about what the epiphany is. (Link to commercial: https://safeYouTube.net/w/BMdl) • Then: <ul style="list-style-type: none"> ○ Write a note to your teacher and explain the epiphany in the video. Did the character change or did your perception of the character change? <p>Or:</p> <ul style="list-style-type: none"> ○ Write a note to your teacher explaining a time when you had an epiphany about a character in a novel you’ve read. Did the character change or did your perception of the character change? <p>**Be prepared to share your favorite book of the year during this week’s class meeting**</p>
Math Number Sense	<p>Week 6/1-6/5: (Math 7) Probability & (Acc Math 7) Pythagorean Theorem</p> <p>7MEE1, 7MSP3</p> <p><u>Math 7:</u> Complete the review concepts and NEW Concept</p> <ol style="list-style-type: none"> 1. Review Concept: IXL S8 and S9 Multi-step equation solving <u>OR Math XL Lesson 9</u> (25 minutes) 2. Review Concept: Solve Multi-step equation color WS

	<p>3. NEW CONCEPT: Simple Probability</p> <p>a. Watch: https://safeYouTube.net/w/hSED</p> <p>And: https://safeYouTube.net/w/3UED</p> <p>4. Complete: <i>Choose one or do all three</i></p> <p>Probability WS 1 Probability WS 2 Probability WS 3</p> <p><i>Snap a picture and share with us!</i></p> <p>Acc Math 7: Complete the three assignments below</p> <p>7MEE1, 7MSP3, 8MG2, 8MEE4</p> <p>1. Review Concept: Choose 1 assignment from Math 7 for REVIEW</p> <p>2. Review Concept: Graphing to Solve System of Equations</p> <p>a. Watch: https://safeYouTube.net/w/paFD</p> <p>And/or: Khan Academy graphing to solve system of equations</p> <p>b. Complete: Solve System of Equations by Graphing WS</p> <p>3. NEW CONCEPT: Apply Pythagorean Theorem</p> <p>a. Watch: Carpet Story Problem</p> <p>b. Watch: Sail Boat Story Problem</p> <p>c. Complete: <i>choose your level</i> Pyth Basic Pyth Basic + Pyth All Story Challenge</p> <p><i>Snap a picture and share with us!</i></p>
Science	<p><u>Last week we looked at the following claim:</u></p> <p><i>In the event of heatstroke, wrapping a person in a wet sheet and putting them in front of a fan will lower their body temperature faster than just placing them in front of a fan.</i></p> <p>We used a pop can wrapped in a wet paper towel to represent the heatstroke victim with a wet towel. We had another pop can without a paper towel. We collected the data and graphed it and noticed that there was a greater temperature change with the pop can wrapped in a paper towel, thus supporting our claim.</p> <p>Finally, we determined that the temperature moved from inside the can , where the temperature was warmer, to outside the can, where the temperature was cooler. This</p>

	<p>supports our understanding that thermal energy always moves from hot to cold, or faster moving to slowing moving, or high KE to low KE.</p> <p>What we don't know is HOW the paper towel actually worked to lower the temperature. Let's investigate!</p> <p>Activity ONE - new</p> <p>Watch this video. Adding Heat to Water (start at 1:00).</p> <p>While watching the video, answer the questions on this page and work on the model of the beaker.</p> <p>Turn this into your teacher. If your teacher is using Teams, turn in there. If not, email your teacher.</p> <p>Activity TWO - review</p> <p>Study the PowerPoint here: Thermal Energy Transfer Pop Can Model</p> <p>Nothing to turn in.</p> <p>Activity THREE - review</p> <p>In your own words, summarize the process of evaporation in the pop can model. Consider the steps of how the energy transfers from one place to another and where it ends up. What science vocabulary can you use and define in the summary to elaborate on your thinking?</p> <p>Turn this into your teacher. If your teacher is using Teams, turn in there. If not, email your teacher.</p>
<p>Social Studies <i>Black Death and the Crusades (The Middle Ages)</i></p>	<p>Activity 1: NEW (60+min, can be completed in increments) <u>Black Death vs. Covid-19</u></p> <p>Complete this full investigation comparing the Bubonic Plague (Black Death) of the Middle Ages to the world's current pandemic: Covid-19.</p> <p>If your teacher uses Teams, please access the link through your assignments tab there.</p> <p>If your teacher does not use Teams, you may view the lesson by clicking here: https://lakeorionk12my.sharepoint.com/:o/g/personal/zachary_abeel_lok12_org/Eqqs5BrYUS5Fpql1JH1Nz5oBvBpGRidZPrIbe5IhWPsiw?e=LhaDnf</p> <p>At the top of the lesson is a Microsoft Stream video with important instructions. Please view it before working through the lesson. You will be answering the questions by logging into Illuminate through the lesson. (Illuminate username and password is your 5-digit student number.)</p> <p>Your teacher will view your responses in Illuminate. Your answers will save automatically. You can also pause your test in Illuminate and come back to it later.</p> <p>Activity 2: NEW (20 min.)</p>

	<p>The Crusades Log into www.teachtci.com. (sample username jsmith25 sample password 12345lo) Select Lesson 48: From the Crusades to New Muslim Empires Once you are in Lesson 48, look in the purple column on the left side of the page for "Assignments." Click here to read the Introduction, Section 1, and Section 2. You will also take an assessment here called Analyzing a Crusades Map. When you finish the assessment, it will tell you your score and send the score automatically to your teacher. Your participation will be recorded in Power School.</p>
<p>Art</p>	<p style="text-align: center;">Zentangle Landscape (1-3 hours)</p>  <p>Zentangle is a form of meditative doodling that uses patterns (or tangles) to create a picture.</p> <p>Greetings, Cool Art Kids. This week we are going to create a Zentangle Landscape. Using a pencil, pen, marker, or colored pencil, start with a line that flows across your paper (this will become your horizon line). Have it move slowly up and down as it travels across the paper, then, moving upwards, add similar lines until it looks like you have rolling hills in your background. As the hills overlap each other, they will create shapes. And inside each shape, you should create a unique pattern. Of course, you already know that a pattern is made of repeated shapes, lines, textures, value, and color.</p> <p>Think about how you can use color, value, and contrast in an interesting way. If you have a pens or markers available, you might want to use those instead of a pencil, so you have bold and/or colorful lines.</p> <p>If you'd like a challenge, you could include foreground details like trees, rivers, animals, houses, or even anime characters. You could also play with a color scheme or use a variety of media to create the different patterns.</p> <p>Use Teams (or email) to submit your drawing. We can't wait to see what you come up with. :)</p> <p>Also, if you would like to share your finished work with others, feel free to upload it to the Middle School Padlet by clicking HERE!</p>
<p>Band</p>	<p>Activity 1 (10-15 min)(new) Sound Innovations, Book 2 #181 and 185 minor scales This week, work on your minor scales # 181 and 185. Watch Ms. Kline give this demonstration.</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 director for the current class code.</i>

	<p>Activity 2 (20-30 min.(new)) Sound Innovations, Book 2 #133 “When Johnny comes Marching Home”</p> <p>Be careful of your 6/8 rhythms and key signature! Percussionists, work on the mallet and snare part. Watch Mr. Crimmins and Mr. Otto demonstrate it, and practice with the video or try Smartmusic to watch your music and check your notes and rhythms!</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 director for the current class code.</i> <p>Activity 3. Transposition(new)</p> <p>Using #132 “Pop Goes The Weasel” transpose this piece to concert a minor. Watch Mr. Crimmins explain this activity here.</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 director for the current class code.</i>
Chorus	<p>Activity 1: (20-30 minutes) Warm up and learn portion of new music from your school choir web page: Oakview: www.oakviewchoirs.com Scripps: www.scrippschoir.weebly.com Waldon: www.waldonchoirs.weebly.com</p> <p>Activity 2: (20-30 minutes) 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. Oakview: Ryan.Dawley@lok12.org Scripps: Todd.Gordon@lok12.org Waldon: Christina.Welling@lok12.org</p> <p>Activity 3: (20-30 minutes) Complete the "school specific activity" listed on your school choir webpage</p>
Civic Life Current Events and Teen Issues	<p>Activity 1 (new): (15 minutes): To be aware of current events and issues, please view an episode at: https://www.cnn.com/cnn10</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. 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>Activity 1: Look at Arch Bridges (10 minutes)</p> <p>No response required</p>

	<p>Click CTRL + curser and the videos and documents should open in a new window.</p> <p>The Top 10 Longest Arch Bridges in the World (Watch 0-3:50)</p> <p>Arched Bridge Made of 16 Craft Sticks (Watch 0-2:00)</p> <p>The Impressive Engineering of the Roman Arch (Watch 0-2:35)</p> <p>An Arch Bridge Made of Legos (Watch 0-1:12)</p> <p>Activity 2: Understanding Arch Bridges & Forces (15 minutes)</p> <p>No response required</p> <p>Arch Bridge Design Explanation & Forces Video</p> <p>Activity 3: Build & Analyze Your Arch Bridge (30 minutes)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Choose from 2 designs using household items. You could also choose an option from the videos in Task 1. 2. Add weight to the center portion of your bridge until it collapses. <p><i>Analyze</i> and report on your own design, build, and testing process by answering these questions.</p> <ul style="list-style-type: none"> • How did the arch design fail? • How could you improve the design? • If you have enough materials, make the design change and test your bridge again. <p>Email your question responses to your teacher. It would be great if you could send us a picture of the bridge in step one and then after you put weight on it.</p>
Engineering and Mobile Robotics	<p>Activity 1: Welcome to The Motor City! (30-60 min)</p> <p>Since the Big Three(GM, Ford, Chrysler) are back to building cars, what better way to celebrate than creating your own mobile car/robot. Using LEGOS, toys from around your room, or recyclables from around the house, create a car. If you want to jazz it up, add a balloon to it and make it ride!!</p> <p>Make sure to take a picture or a video or your car and send it to your teacher via TEAMS.</p>

<p>Physical Education</p>	<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. *Be aware of your heart rate during your workout so you can gauge what intensity level you are working at (Target Heart Rate Zone).</p> <p>Activity 2 (20 minutes): Click the link to choose a NEW workout to complete. https://darebee.com/workouts.html *Be aware of your heart rate during your workout so you can gauge what intensity level you are working at (Target Heart Rate Zone).</p> <p>Activity 3 (15-30 minutes) [New Information]: Basic Fitness Concepts (online class) Assignment will be presented in the Virtual Class. Video conferencing is every week, Please check your Office 35 email / calendar for an invite to your class. We look forward to seeing you!</p> <p>E-mail/seesaw your results, choices, and/or answers to your teacher 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 Digital Citizen</p>	<p>Activity 1: Keyboarding / Digital Citizenship (15-30 minutes) Go to Digital Compass Site - https://www.digitalcompass.org/game/ *Select a new module to complete Go to Typing.com Site - https://www.typing.com/ *Maintain and improve your keyboarding skills.</p> <p>Activity 2: Internet Safety Skills - Using Information Correctly Go to Copyright and Fair Use Site - https://edu.gcfglobal.org/en/useinformationcorrectly/copyright-and-fair-use/1/ *Read the material and watch the video Go to How to Copyright Your Content Site - https://edu.gcfglobal.org/en/useinformationcorrectly/how-to-copyright-your-content/1/ *Read the material and watch the video</p> <p>Activity 3: Computer Programming (15-30 minutes) Go to Code Monkey Directions and follow steps to continue coding. Check this out for fun and take a Code Break!</p>
<p>World Language</p>	<p>German 1 (Email completed work to Frau Robinson)</p> <p>Activity 1 (New/Review): 10 minutes Topic: Lunch/Restaurant Task: Review/Preview current vocabulary Links: Mittagessen // Restaurant</p>

	<p>Activity 2 (New): 10 minutes Topic: Restaurant Task: Read a menu and answer relevant questions Links: Menu // Questions</p> <p>Activity 3 (New): 30 minutes Topic: Restaurant Task: Create a menu of your own for a German theme night Link: Assignment description</p> <p>Spanish 1: Activity 1 (Review) 15 minutes Topic: Identifying healthy and unhealthy choices with foods and activities Task: Gimkit – your teacher will contact you with the details for your game</p> <p>Activity 2 (New) 30 minutes Spanish 1 Activities Link Topic: Healthy Dinner Task: Interpretive listening and reading; interpersonal writing</p>
School-wide Message	<p>A message from the virtual Media Center: A great resource for access to new books is our Scholastic virtual book fair. Use the links below to shop for age appropriate books. Books can be sorted by age, grade, subject, author, sales, etc. You can get free shipping on orders of books if you spend \$25 or more. Be aware that due to high demand, shipping is taking around 3 weeks right now. Proceeds from sales go to benefit your school's media center program. Stock up on good books now.</p> <p>Oakview Virtual Bookfair Scripps Virtual Bookfair Waldon Virtual Book Fair Scholastic Fair Preview Video</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/hdhnadidafjejdhmfkignolgimiapl?hl=en FireFox: https://addons.mozilla.org/en-US/firefox/addon/read-aloud</p> <p>KAMI – A website that allows you to type on any document www.kamiapp.com - Info Sheet</p>	

