

## NTI 7th Grade “Friday” Learning Plan

**DATE:** Friday, March 27, 2020

<u>ELA Writing</u> - Mrs. Wooldridge	Office Hours: regular class hours
<u>Science</u> - Mrs. Johnston	Office Hours: <a href="#">Google Meet 9-12</a>
<u>Spanish</u> - Mrs. Wilson	Office Hours:
<u>ELA Reading</u> - Ms. Fisher	Office Hours: school hours, Google Meet anytime 11-11:30
<u>Social Studies</u> - Mr. VanKlombenberg	Office Hours: school hours
<u>Math</u> - Mrs. Lamoreux	Office Hours: school hours

<b>ELA Reading</b>	<p><b>Learning Target:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to use research skills to find credible sources.</li> </ul>
	<p><b>Standard:</b></p> <ul style="list-style-type: none"> <li>● C 7.4 Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.</li> <li>● C 7.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.</li> <li>● C 7.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.</li> </ul>
	<p><b>Duration:</b> 30 minutes</p>
	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. PIP             <ol style="list-style-type: none"> <li>a. Be sure that you’ve turned in your PIP Proposal on Google Classroom.</li> <li>b. Be sure that Guiding Question #1 Source Slides are completed <u>and labeled</u>.</li> </ol> </li> </ol>

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	<p>c. Be sure that Guiding Question #2 Source Slides are completed <u>and labeled</u>.</p> <p>d. Research Guiding Question #3 and #4 on the PIP#2 Source Slides on Google Classroom. One source per slide. Remember, some Guiding Questions (more open-ended, deep) may need more than one source. Be sure to identify on each slide for which Guiding Question each slide/source goes with.</p> <p>e. The research for this guiding question should be a work-in-progress, and may require more than 30 minutes of work/research if you haven't started.</p> <p>2. Independent Reading- keep reading in your choice independent reading book! (20 pgs. per day)</p> <p style="text-align: center;"><b>Google Meet anytime 11-11:30- link on Google Classroom</b></p>
	<p><b>Turn In:</b></p> <ol style="list-style-type: none"> <li>1. All previous classwork that was due.</li> <li>2. PIP- Guiding Question #3 and #4 due 8:00am, Friday, April 10 (Please label each Guiding Question!)</li> <li>3. Chapter 3 reading by 8:00am Tuesday, April 7th.</li> <li>4. "Character Journal- Chapters 1-3" due on Google Classroom by 8:00am Tuesday, April 7.</li> </ol>
	<p><b>Notes:</b></p>
<b>Science</b>	<p><b>Learning Target: I can demonstrate my knowledge of Light Waves</b></p>
	<p><b>Standard:</b> NGSS: MS-PS4-2 Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.</p>
	<p><b>Duration: 30 min</b></p>
	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Turn IN - Light Waves <a href="#">Scavenger Hunt</a> - Due end of day Friday.</li> <li>2. Last Light Waves Assignment!!!       <ol style="list-style-type: none"> <li>a. In Google Classroom, Gimkit online game.</li> <li>b. Optional, for those who want to have some real fun, LIVE game at 10:30 am. Be on my Google Meet for the Game Code. Let's try Thanos</li> </ol> </li> </ol>

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	Mode.
	<b>Turn In: Google Classroom</b>
	<b>Notes:</b> <a href="#">Science Daily Agenda</a> Optional Work - Review, Reinforce, and Enrichment can be found at <a href="#">Khan Academy</a> . Students can login using their school email.
<b>Spanish</b>	<b>Learning Target:</b> I can read authentic tweets and listen to an authentic song in Spanish and understand what is being communicated. I can interpret cultural information in the target language based out of the Spanish magazine Que Tal. I can have fun dancing to a song in Spanish about health and exercise.
	<b>Standard:</b> NH.IR Novice High Interpretive Reading - I can understand familiar words, phrases and simple texts in Spanish that are related to everyday life. N.CPP - I can identify cultural practices and places.
	<b>Duration:</b> 1.5-3 hours
	<b>Activities:</b> 1. Listening Activities - ' <a href="#">Galicia, Spain</a> ' and ' <a href="#">Beisbol en Venezuela</a> ' listen and answer questions (documents in Google Classroom) 2. Ay Ay Ay Pictograma - listen to song and do <a href="#">accompanying worksheet</a> . 3. <a href="#">Tweets- Qué le duele</a> 4. Beyoncé Mueve tu Cuerpo <a href="#">lyrics</a> , <a href="#">video and exercise</a> 5. Google Meetings check classroom for your meeting time
	<b>Turn In:</b> Google classroom
	<b>Notes:</b>
<b>ELA Writing</b>	<b>Learning Target:</b> Students will be able to use research skills to find credible sources.
	<b>Standard:</b> C 7.4 Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.

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	<ul style="list-style-type: none"> <li>● C 7.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.</li> <li>● C 7.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.</li> </ul>
	<b>Duration:</b> on going research
	<b>Activities:</b> independent research
	<b>Turn In:</b> be ready to begin draft after Spring Break
	<b>Notes:</b> read instructions in google classroom/no need to join google meet 3/27 if you have no questions
<b>Social Studies</b>	<p><b>Learning Target:</b> <b>Chapter 6 Guidelines: Ancient Greece</b></p> <ul style="list-style-type: none"> <li>● Describe what the geography of Ancient Greece was like, and why the Greeks developed City-States.</li> <li>● Describe what the City-State of Athens was like. Make sure to include how their form of democracy was different than ours today.</li> <li>● Describe what the City-State of Sparta was like.</li> <li>● Explain the teachings of Socrates, Plato, and Aristotle and their significance today.</li> <li>● Tell about 2 of the aspects of culture Ancient Greece are known for: Greek Mythology and Drama (plays).</li> <li>● Summarize the role Alexander the Great played in spreading Greek culture – why is this so important?</li> <li>● Tell about the major contributions Ancient Greece has made to the modern world in government, architecture, philosophy, science, and sports.</li> </ul>
	<b>Standard:</b> n/a
	<b>Duration:</b> 30 minutes
	<p><b>Activities:</b> 1) Finishing the Unit study guide. 2) Sign up for online book See my <a href="#">Unit 6 Ancient Greece Daily Agenda</a> for details.</p>

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	<b>Turn In:</b> The unit study guide through Google Classroom.
	<b>Notes:</b>
<b>Pre-Algebra Part 1</b>	<b>Learning Target:</b> Students use operations to solve multi-step equations.
	<b>Standard:</b> KY.7.EE.3 Students solve multi-step real-world and mathematical problems containing integers, fractions and decimals, using previously acquired skills around converting fractions, decimals and percentages and use properties of operations to find equivalent forms of expressions when needed. Students solidify understanding by checking their solutions for reasonableness using estimation strategies such as rounding, compatible numbers and benchmark numbers.
	<b>Duration:</b> < 1 hour
	<b>Activities:</b> Quiz (available from 8 a.m. - 3 p.m.) - be sure to show all work!
	<b>Turn In:</b> Submit quiz before 3 p.m.
	<b>Notes:</b> Enjoy your spring break!!
<b>Pre-Algebra</b>	<b>Learning Target:</b> Students solve linear equations in one variable, including cases with one solution, an infinite number of solutions and no solutions.
	<b>Standard:</b> KY.8.EE.8 Analyze and solve a system of two linear equations.  a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously; understand that a system of two linear equations may have one solution, no solution, or infinitely many solutions. b. Solve systems of two linear equations in two variables algebraically by using substitution where at least one equation contains at least one variable whose coefficient is 1 and by inspection for simple cases c. Solve real-world and mathematical problems leading to two linear equations in two variables
	<b>Duration:</b> < 1 hour
	<b>Activities:</b>

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	Test (available from 8 a.m. - 3 p.m.) - be sure to show all work!
	<b>Turn In:</b> Submit test before 3 p.m.
	<b>Notes:</b> Enjoy your spring break!!
<b>Algebra</b>	<b>Learning Target:</b> Perform arithmetic operations on polynomials.
	<b>Standard:</b> KY.HS.A.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. ★  a. Write the standard form of a given polynomial and identify the terms, coefficients, degree, leading coefficient and constant term. b. Factor a quadratic expression to reveal the zeros of the function it defines. c. Use the properties of exponents to rewrite exponential expressions.  KY.HS.A.5 Add, subtract and multiply polynomials
	<b>Duration:</b> < 1 hour
	<b>Activities:</b> Test (available from 8 a.m. - 3 p.m.) - be sure to show all work!
	<b>Turn In:</b> Submit test before 3 p.m.
	<b>Notes:</b> Enjoy your spring break!!
<b>Study Skills</b>	<b>Learning Target:</b> I can Analyze, Categorize, Prioritize to solve problems.
	<b>Standard:</b> CCR: 5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations

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	CCR: 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.
	<b>Duration: 60-90 minutes</b>
	<b>Activities:</b> Go to your <a href="#">Google Classroom</a> and follow the instructions.
	<b>Turn In:</b> <ol style="list-style-type: none"> <li>1. Complete <a href="#">Informational Passage</a> activity. (Due Friday by 5pm) (10 points)</li> <li>2. Complete <a href="#">Context Clue</a> activity. (Due Thursday by 5pm) (10 points)</li> <li>3. Complete <a href="#">Assignments for the Week</a>. (Due Friday by 5pm) (10 points)</li> <li>4. Check-in with Mr. Stewart on Zoom between 8 am -10:00 am on Monday or Wednesday . (10 points)</li> </ol>
<b>Notes:</b> <ul style="list-style-type: none"> <li>- Be sure to follow the instructions on your Google Classroom page VERY CAREFULLY.</li> <li>- I will be available via email or Go Guardian Chat every day from 8:00-12:00. Please make every effort to reach out to me during this time to check-in and let me know that you understand today's assignments.</li> <li>- If we do not make contact between 8:00 and 12:00, I will contact you (or your parents) to make sure we have a clear understanding of the day's assignments.</li> </ul>	

**Please Note: Daily Learning Plans for Essential Arts, Special Education and LEAPS will be delivered directly by those teachers.**

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