

NTI 8th Grade “Friday” Learning Plan

DATE: Friday, March 27, 2020

<u>ELA Reading</u> - Ms. Fisher	Office Hours: school hours; Google Meet anytime 11:30-12
<u>Social Studies</u> - Mr. VanKlombenberg	Office Hours: Regular School Hours
<u>Math</u> - Mrs. Lamoreux	Office Hours: regular school hours
<u>ELA Writing</u> - Mrs. Crouch	Office Hours: Regular Office Hours
<u>Science</u> - Mrs. Johnston	Office Hours: Google Meet 9-12
<u>Spanish</u> - Mrs. Wilson	Office Hours:

ELA Reading	<p>Learning Target:</p> <ul style="list-style-type: none"> Students will be able to use research skills to find credible sources.
	<p>Standard:</p> <ul style="list-style-type: none"> C 8.4 Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. C 8.5 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry. C 8.6 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.
	<p>Duration: 30 minutes</p>
	<p>Activities:</p> <ol style="list-style-type: none"> Fahrenheit 451- Make sure all activities are turned in for credit and attendance purposes! PIP <ol style="list-style-type: none"> Be sure that Guiding Question #2 Source Slides are completed.

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	<p>b. 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>c. 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>3. Independent Reading- keep reading in your choice independent reading book! (20 pgs. per day)</p> <p style="text-align: center;">Google Meet anytime 11:30-12- link on Google Classroom</p>
	<p>Turn In:</p> <ol style="list-style-type: none"> 1. Any missing work 2. PIP- Guiding Question #3 and #4 due 8:00am, Friday, April 10.
	<p>Notes:</p>
Social Studies	<p>Learning Target:</p> <ul style="list-style-type: none"> ● Explain what Manifest Destiny is and why it was so important in the early U.S. ● Describe each territorial acquisition and the impact it made to the U.S.: Louisiana Purchase, Florida acquisition, Texas Annexation, Mexican Cession, Oregon Territory ● Explain how Westward Expansion affected the Native Americans
	<p>Standard: 8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.</p> <p>8.E.IC.2 Assess the impact of growth and expansion on the allocation of resources and economic incentives.</p> <p>8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>

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	<p>8.G.KGE.1 Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.</p> <p>8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.</p>
	<p>Duration: 40 minutes</p>
	<p>Activities: 1) Finish Flying lady picture analysis 2) Start territorial acquisition drawing See my NEW Unit 6 Daily Agenda for details.</p>
	<p>Turn In: Nothing will be turned in. Next class period, students will finish the assignment and turn in when complete.</p>
	<p>Notes:</p>
Pre-Algebra	<p>Learning Target: Students solve linear equations in one variable, including cases with one solution, an infinite number of solutions and no solutions.</p>
	<p>Standard: KY.8.EE.8 Analyze and solve a system of two linear equations.</p> <p>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</p>
	<p>Duration: < 1 hour</p>
	<p>1. Activities: 2. Test (available from 8 a.m. - 3 p.m.) - be sure to show all work!</p>
	<p>Turn In: Submit test before 3 p.m.</p>
	<p>Notes:</p>

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	Enjoy your spring break!!
Algebra	Learning Target: Perform arithmetic operations on polynomials.
	Standard: 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
	Duration: < 1 hour
	Activities: Test (available from 8 a.m. - 3 p.m.) - be sure to show all work!
	Turn In: Submit test before 3 p.m.
Notes: Enjoy your spring break!!	

ELA Writing	Learning Target: <ul style="list-style-type: none"> ● C 8.3 I can use an anecdote - a narrative technique - as relevant evidence when composing an argument.
	Standard: C 8.3 Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.
	Duration: 30 minutes for anecdote task;
	Activities: "Anecdote" Practice on Google Classroom ** I am available online all day for questions - and will host a Google Meet for live instruction if interested. See Google Classroom for times.
	Turn In: Anecdote assignment on Google Classroom
	Notes: Directions as stated on Google Classroom:

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	<p>We have been talking about how to cite our evidence.</p> <p>Now, let's pause for a second and really look at ONE type of evidence: Anecdotes.</p> <p>Follow the teaching points in the handout to complete the work on anecdotes.</p> <p>I will be available for teaching and questions daily. I will post all assignments at 8:00 a.m. and take them down at 10:00 p.m.</p> <p>Submit work when complete to Google Classroom for feedback and scoring.</p>
Science	<p>Learning Target: I can demonstrate my knowledge of the Body Systems.</p>
	<p>Standard: NGSS; MS-LS-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p>
	<p>Duration: 30 min</p>
	<p>Activities:</p> <ol style="list-style-type: none"> 1. Office Hours 9-12 daily on Google Meets if you have any questions or just want to say Hi! 2. Turn in your Body Systems Choice Project - Due Friday, 3/27/20 3. Last Body Systems Assignment!!! <ol style="list-style-type: none"> a. In Google Classroom, Gimkit online game. b. Optional, for those who want to have some real fun, LIVE game at 11:00 am. Be on my Google Meet for the Game Code. Let's try Thanos Mode.
	<p>Turn In: Google Classroom</p>
<p>Notes: Science Daily Agenda</p>	
Spanish	<p>Learning Target: I can create a cooking show in Spanish. I can interpret a cultural text in the target language about a familiar topic.</p>
	<p>Standard: IL.PS Intermediate Low Presentational Speaking- I can present information on familiar topics using simple sentences. IL.IL/IR Intermediate Low Interpretive Listening/Reading - I can understand the main idea of a cultural text on a familiar topic.</p>

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	Duration: 1-2 hours
	Activities: <ol style="list-style-type: none"> 1. Film Cooking Show 2. Listen to and read along with La Leyenda de Nuestro Alimento. Then, on the document provided (in Google Classroom) using the word bank, paraphrase the story. 3. Read the Urban Spoon review of Taco Luchador and answer questions 4. DuoLingo
	Turn In: Friday on Google Classroom
	Notes: Feliz Descanso de la primavera!

Study Skills	Learning Target: I can Analyze, Categorize, Prioritize to solve problems.
	Standard: 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 CCR: 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.
	Duration: 60-90
	Activities: Go to Study Skills Classroom and follow the instructions.
	Turn In: <ol style="list-style-type: none"> 1. Complete Words in a Word activity (in a Google Doc) and turn in on Google Classroom. (Due Friday by 6:00 pm) 2. Complete Infinite Campus Check and turn in on Google Classroom. (Due Friday by 6:00 pm) 3. Complete Assignment Tracker and turn in on Google Classroom. (Due Friday by 6:00 pm) 4. Sign into Zoom meet between 8:00-10:00 on Tuesday, Wednesday or Friday to check in.
	Notes: <ul style="list-style-type: none"> - Be sure to follow the instructions on your Google Classroom page VERY CAREFULLY.

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- 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.
- 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.

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

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