

## NTI 8th Grade “Friday” Learning Plan

DATE: March 20, 2020

ELA Reading- Ms. Fisher

Office Hours: Regular school hours

Social Studies- Mr. VanKlombenberg

Office Hours: Regular school hours

Math- Mrs. Lamoreux

Office Hours: Regular school hours

ELA Writing- Mrs. Crouch

Office Hours: Regular school hours; lunch break= noon

Science- Mrs. Johnston

Office Hours: Regular school hours

Spanish- Mrs. Wilson

Office 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 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.</li> <li>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.</li> <li>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.</li> </ul>
	<p><b>Duration:</b> 30 minutes</p>
	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>PIP             <ol style="list-style-type: none"> <li>Be sure that the PIP Proposal is turned in on Google Classroom.</li> <li>Be sure that Guiding Question #1 Source Slides are completed.</li> <li>Research Guiding Question #2 on the PIP#2 Source Slides on Google Classroom. One source per slide. Remember, some Guiding</li> </ol> </li> </ol>

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	<p>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>d. 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><b>Turn In:</b></p> <ol style="list-style-type: none"> <li>1. Verso Reading Response (Your response was due on Wednesday, March 18) and <u>three</u> comments to peers by 8:00am, Wednesday, March 25th.</li> <li>2. Complete at least 80% mastery on IXL 8th grade skill "H.1- Comparing Information from Two Texts " by 8:00am, Wednesday, March 25th.</li> <li>3. PIP- Guiding Question #2 due 8:00am, Friday, March 27.</li> </ol>
	<p><b>Notes:</b></p>
<b>Social Studies</b>	<p><b>Learning Target:</b> Explain who Andrew Jackson was, including what Jacksonian Democracy is and how its impact on the U.S.</p>
	<p><b>Standard:</b> 8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.</p> <p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p>
	<p><b>Duration:</b> 1 hour</p>
	<p><b>Activities:</b> Online Textbook reading, notes/questions, and lesson game. See my <a href="#">Daily Agenda</a> for details.</p>

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	<b>Turn In:</b> Complete on textbook website and turn in there (Due by Monday 3-23-2020)
	<b>Notes:</b>
Pre-Algebra	<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>Activities &amp; Duration:</b> 1. <a href="http://www.ixl.com">www.ixl.com</a> <b>8th grade</b> (score at least an 80%) - (20 minutes) <ul style="list-style-type: none"> <li>● AA1 &amp; AA2 due today</li> <li>● AA3 &amp; AA4 to review solving a system of equations by graphing - due 3/23</li> </ul> 2. Study Guide (45 minutes due 3/25 - given a week to complete) <ul style="list-style-type: none"> <li>● Posted on Google Classroom - use awwapp.com to show your work &amp; submit on classroom (also posted on dochub)</li> <li>● Follow the directions in classroom on how to submit using awwapp.com</li> <li>● <b>Pace yourself - do 2 pages</b> today or over the weekend</li> </ul>
	<b>Turn In:</b> <ul style="list-style-type: none"> <li>● ixl due Monday 3/23</li> <li>● Use Awwapp.com to turn in the Study Guide on Google Classroom - turn in before 3/25</li> </ul>
<b>Notes:</b> Use your notes to help review this unit. Looking forward, there will be a <b>unit test on Friday 3/27.</b>	

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<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> <ul style="list-style-type: none"> <li>● <b>Algebra</b> ixl (AA1 and AA2) and worksheet due today 3/20, Friday</li> <li>● Watch the screencastify video on Classroom - (12 minutes)</li> <li>● Ixl Algebra AA4 and AA6 - due Monday 3/23 (30 minutes)</li> </ul>
	<b>Activities:</b> <ol style="list-style-type: none"> <li>1. Go to Google Classroom to listen to a video of factoring. <ol style="list-style-type: none"> <li>a. After the video, complete <a href="http://www.ixl.com">www.ixl.com</a> ALGEBRA (score at least an 80%) <ol style="list-style-type: none"> <li>a. AA4 to factor with leading coefficient of 1 and</li> <li>b. AA6 to factor special products</li> </ol> </li> </ol> </li> </ol>
	<b>Turn In:</b> by Friday 3/23 Monday
	<b>Notes:</b> Additional resources are in Chapter 8 lessons 6 & 7 in our algebra book. There will be an <b>assessment next Friday</b> over Ch. 8 polynomials.

<b>ELA Writing</b>	<b>Learning Target:</b> Assessment of 8.2 a,b,c,d,e, f, g, h
	<b>Standard:</b> C 8.2 Compose informative/explanatory texts to examine a topic, convey ideas, concepts, and information through the selection, organization, and analysis of content.
	<b>Duration:</b> 40 minutes -- or as long as it takes to complete before Monday at 8:00 a.m.
	<b>Activities:</b> 1. <u>Finish Your Newspaper</u> - I have given you an extension. Your

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	<p>newspaper is now due Monday at 8:00 a.m.</p> <p>2. <u>Sign up for a final newspaper meeting with Mrs. Crouch</u> by filling out the following meeting sign up with your name:  <a href="https://docs.google.com/document/d/1iXfLEoE4yOKUco3P7_LmpQJ8fvdALaQvL8Gn-pQ4YUo/edit">https://docs.google.com/document/d/1iXfLEoE4yOKUco3P7_LmpQJ8fvdALaQvL8Gn-pQ4YUo/edit</a></p> <p>3. <u>Conduct a final Google Meet with me for live scoring and directions on how to post to our Newspaper's website between Friday at 8:00 a.m. and Thursday 3/26 at 2:00 pm.</u></p> <p><b>To meet with Mrs. Crouch, paste the following link in your browser or click on the link:</b>  <a href="meet.google.com/twk-kaom-ikr">meet.google.com/twk-kaom-ikr</a></p> <p><b>Turn In:</b></p> <ol style="list-style-type: none"> <li>1. Newspaper- Absolute Deadline 8:00 a.m. on Monday 3/23.</li> <li>2. Sign up for Final Newspaper Meeting on Google Doc listed above</li> <li>3. If you are finished with your newspaper and have signed up, participate in a Google Meet final newspaper meeting with Mrs. Crouch</li> </ol> <p><b>Notes:</b> This will be your final newspaper meeting where we will live score your newspaper and make final tweaks before going on the website. During this meeting, I will give you directions for how to post your newspaper to the website. I will begin these meetings tomorrow (Friday, 3/20 -- if you are done) and continue them through Thursday at 2:00 p.m. I will not take meetings after Thursday at 2:00.</p>
Science	<p><b>Learning Target:</b> I can explain how the systems of the body function and interact with each other.</p> <p><b>Standard:</b> 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><b>Duration:</b> 30 min</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Watch this Screencastify <a href="#">Tutorial Video</a></li> <li>2. Create a Screencast Presentation of your Project (4-6 minutes long)       <ol style="list-style-type: none"> <li>a. You have this extension in your browser bar. It looks like an orange arrow. Or you can find it in your waffle</li> <li>b. If you have a large video, it may take a long time to process.           <ol style="list-style-type: none"> <li>i. You may need to upload it to Youtube and then share/post.</li> </ol> </li> </ol> </li> </ol>

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	<p>ii. If you figure out a good way to post, share your method in the comments on Classroom.</p> <p>c. Turn into Google Classroom</p> <p>d. Due Friday, by 3PM</p>
	<p><b>Turn In: Google Classroom</b></p>
	<p><b>Notes:</b> <a href="#">Science Daily Agenda</a> - <a href="#">Screencastify</a></p>
Spanish	<p><b>Learning Target: I can create a cooking show episode in Spanish.</b></p>
	<p><b>Standard: IL.PS Intermediate Low Presentational Speaking- I can present information on familiar topics using simple sentences.</b>  <b>IL.PW Presentational Writing - I can write about familiar topics and provide information using a series of simple sentences.</b></p>
	<p><b>Duration: 3-5 hours</b></p>
	<p><b>Activities:</b> <a href="#">Cooking Show Project</a></p>
	<p><b>Turn In: Scripts to Google Classroom before Tuesday, March 24th.</b></p>
	<p><b>Notes:</b>  Continue your good work! Don't forget to use those commands in the appropriate forms. Read your rubric and instructions. Let me know what you plan to cook; it needs to be approved. Buen provecho!</p>
Study Skills	<p><b>Learning Target: I can Analyze, Categorize, Prioritize to solve problems.</b></p>
	<p><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   CCR: 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.</p>
	<p><b>Duration: 60-90</b></p>

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**Activities:** Go to [Study Skills Classroom](#) page and follow the instructions.

**Turn In:**

1. Create at least (15) words for each word in *Words in a Word* and turn in on Google Classroom.
2. Complete *Assignments for the Week* sheet on Google Classroom (Due **Friday** by 5pm)
3. Complete *Missing* sheet on Google Classroom (Due **Friday** by 5pm)

**Notes:**

- Be sure to follow the instructions on your Google Classroom page VERY CAREFULLY.
- 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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