

## NTI 8th Grade “A Day” Learning Plan

DATE: Monday, March 23, 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

<b>ELA Reading</b>	<b>Learning Target:</b> C 8.1 a-g
	<b>Standard:</b> C 8.1 Compose arguments to support claims with clear reasons and relevant evidence.
	<b>Duration:</b> 90 minutes; Mrs. Crouch will post your Argument PRETEST-ON-DEMAND in her Google Classroom starting at 8:00 AM and take it down at 3 pm. It is a pretest to show her what you know about argument. It should take you the entire 90 minutes
	<b>Activities:</b> Complete the pre-write and the Post On-Demand typed answer in a timed writing situation.
	<b>Turn In:</b> <u>For Mrs. Crouch</u> 1. Pre-write 2. Pretest On-Demand Answer  <u>For Ms. Fisher</u> 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. 2. Complete at least 80% mastery on IXL 8th grade skill “H.1- Comparing Information from Two Texts ” by 8:00am, Wednesday, March 25th. 3. PIP- Guiding Question #2 due 8:00am, Friday, March 27.
<b>Notes:</b> This is the pre-test for your Argument Unit. It will test not only your argument skills (how to write an argument--- which you need to do for literary analysis) but will also assess your ability to write in a timed setting. Put in everything you know about argumentative writing so that we know what we really need to focus in on for this	

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	<p>unit. It counts as a 100 point test. You must do it in one sitting. Sit down with the text, and you have 90 minutes from when you start to finish. Mrs. Crouch and I will look at your revision history to ensure you stayed within the time limits.</p>
<p><b>Social Studies</b></p>	<p><b>Learning Target:</b> Reviewing all the targets for the Unit:</p> <ul style="list-style-type: none"> <li>● Summarize some of the important warnings George Washington gave in his farewell address (Political parties, debt, alliances)</li> <li>● Compare and contrast the first 2 political parties in the U.S.</li> <li>● Compare and contrast the 2 major parties we have today.</li> <li>● Compare and contrast Capitalism and Communism – give pro’s and con’s of both</li> <li>● What happened that led to the 12<sup>th</sup> amendment? Explain what the amendment does.</li> <li>● Explain the War of 1812 and how it was important to our growing sense of Nationalism.</li> <li>● Explain who Andrew Jackson was, including what Jacksonian Democracy is and how its impact on the U.S.</li> </ul>
	<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.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.</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.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.KGE.1 Analyze Kentucky’s role in the early nation through Reconstruction based on its physical geography and location.</p> <p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of</p>

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	the U.S. government between 1783-1877.
	<b>Duration:</b> 1.5 hours
	<b>Activities:</b> See my <a href="#">Daily Agenda</a> for details.
	<b>Turn In:</b> Turn in your U.S. History Book through google classroom and your study guide through google classroom.
	<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 due next class) <ul style="list-style-type: none"> <li>● <b>AA5</b> to review finding the # of solutions of a system and</li> <li>● <b>AA8</b> to review solving a system of equations by substitution</li> </ul> 2. Study Guide (45 minutes total - given a week due 3/25) <ul style="list-style-type: none"> <li>● <b>Pace yourself - do pages 3 &amp; 4</b> today</li> <li>● Check in with me <b>anytime on Google Meets from 1:30 - 2:30</b>. The link will be on our classroom page.</li> </ul>
	<b>Turn In:</b> <ul style="list-style-type: none"> <li>● Ixl's and Study guide due by Weds., 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>	<p><b>Learning Target:</b> Perform arithmetic operations on polynomials.</p>
	<p><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. ★</p> <p>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.</p> <p>KY.HS.A.5 Add, subtract and multiply polynomials</p>
	<p><b>Duration:</b></p> <ul style="list-style-type: none"> <li>● Watch the screencastify video on Classroom - ( 18 minutes)</li> <li>● Ixl Algebra AA5 - due Weds. 3/25 (30 minutes)</li> </ul>
	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Go to Google Classroom to listen to a video of factoring when leading coefficient is not = 1.             <ol style="list-style-type: none"> <li>a. After the video, complete <a href="http://www.ixl.com">www.ixl.com</a> <b>ALGEBRA</b> (score at least an 80%)                 <ol style="list-style-type: none"> <li>a. AA5 to factor with leading coefficient other than 1</li> </ol> </li> </ol> </li> <li>2. Check in with me <b>today on Google Meets</b>              anytime from 10:30 - 11:30 (1st block). Link on classroom.              anytime from 11:30 - 12:30 (2nd block). Link on classroom.</li> </ol>
	<p><b>Turn In: Algebra</b> ixl AA1, AA2 due last Friday, 3/20              Ixl AA4, AA6 due today 3/23              Ixl AA5 due Weds. 3/25</p>
	<p><b>Notes:</b> Additional resources for this concept are in Chapter 8 lesson 6 in our algebra book.          We will have an <b>assessment this Friday, 3/27 on Ch. 8 Polynomials</b></p>

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

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