

Hello Students and Families,

We hope you are staying healthy and doing well! In this packet, we have provided you with new worksheets and activities to support your learning at home. This is the third packet that we have created. As a reminder, the last day of school is June 24, 2020.

We continue to offer paper and online options for distance learning. You have a choice to do school work online or paper. You could also do a combination of online and paper-based school work. We provide options for everyone, whether or not you have online access. To find the online options for your grade and/or class, please reach out to your teachers. We have a staff directory on our website that will help you find teacher email addresses.

We recognize that trying to support your children while they learn at home can be very difficult. We hope that this letter, the work packets that we are developing, and our outreach to families will help to provide you with some direction and structure. While you plan your child's learning time each day, please remember that students should be spending no more than three hours each day working on school-related learning activities. That means you can build times in between learning activities that provide you and your children with movement breaks (time to get up and do something different).

All students who participate in online activities and/or paper-based skill packets will be recognized for their efforts when school resumes. Students should write their name and teacher's name on the front of their packet. Bins will be available at Charlton Street School, Eastford Road School, and West Street School during the hours of 11 a.m. and 1 p.m. each weekday for packet returns (students from all grade levels can return their packets at any of these locations). We are excited to see what you've done!

If you have any questions, or you don't understand something, please feel free to reach out to your teachers. We are here to help you! You can also send general questions or concerns to help@southbridgepublic.org.

Please fill out the following information if you return your work on this material:

Student Name: _____

Grade Level: _____

Homeroom Teacher's Name: _____

Best Phone Number/s: _____

Address: _____

Hola estudiantes y familias,

¡Esperamos que se estén manteniendo saludables y que estén bien! En este paquete, le proporcionamos nuevas hojas de trabajo y actividades para apoyar su aprendizaje en el hogar. Este es el tercer paquete que hemos creado. Como recordatorio, el último día de clases es el 24 de junio de 2020.

Continuamos ofreciendo opciones en papel y en línea para el aprendizaje a distancia. Tiene la opción de hacer el trabajo escolar en línea o en papel. También puede hacer una combinación de trabajo escolar en línea y en papel. Ofrecemos opciones para todos, tenga o no acceso en línea. Para encontrar las opciones en línea para su grado y / o clase, comuníquese con sus maestros. Tenemos un directorio de personal en nuestro sitio web que lo ayudará a encontrar las direcciones de correo electrónico de los maestros.

Reconocemos que tratar de apoyar a sus hijos mientras aprenden en casa puede ser muy difícil. Esperamos que esta carta, los paquetes de trabajo que estamos desarrollando y nuestro acercamiento a las familias lo ayuden a brindarle alguna orientación y estructura. Mientras planifica el tiempo de aprendizaje de su hijo todos los días, recuerde que los estudiantes no deben pasar más de tres horas cada día trabajando en actividades de aprendizaje relacionadas con la escuela. Eso significa que puede construir tiempos entre actividades de aprendizaje que le brinden a usted y a sus hijos pausas de movimiento (tiempo para levantarse y hacer algo diferente).

Todos los estudiantes que participan en actividades en línea y / o paquetes de habilidades en papel serán reconocidos por sus esfuerzos cuando se reanude la escuela. Los estudiantes deben escribir su nombre y el nombre del maestro en el frente de su paquete. Los contenedores estarán disponibles en Charlton Street School, Eastford Road School y West Street School durante el horario de 11 a.m. y 1 p.m. cada día de la semana para la devolución de paquetes (los estudiantes de todos los niveles de grado pueden devolver sus paquetes en cualquiera de estos lugares). ¡Estamos emocionados de ver lo que has hecho!

Si tiene alguna pregunta o no comprende algo, no dude en comunicarse con sus maestros. ¡Estamos aquí para ayudarte! También puede enviar preguntas o inquietudes generales a ayuda@southbridgepublic.org

Complete la siguiente información si devuelve su trabajo en este material

Nombre Estudiante: _____

Nivel de Grado: _____

Nombre Maestra Salón Hogar: _____

Mejores número(s) de Telefono: _____

Dirección: _____



Southbridge Public Schools

Jeffrey A. Villar, Ph.D.
Receiver / Superintendent

May 12, 2020

Re: Position on Grading

Dear Southbridge Public School families,

Remote learning is difficult for students, parents, and teachers. The pandemic has made it very clear that not all students have equal access to technology and that has limited learning opportunities. Our top priority is to keep students and their families connected to their schools. The health and wellbeing of students is our top priority. We know the pandemic has been very stressful for everyone and remaining connected during this time of physical separation is important.

I appreciate that our teachers have developed paper-based remote learning activities for our students and we have distributed them at our meal distribution sites and at Big Bunny market. I know many families have used these resources and are now curious about the district grading policy for this period. In response to your questions, I'd like to share the following grading policy, which applies for the remainder of the school year.

Grades K-5

All teachers have been asked to focus first on reaching out to students and families by telephone calls, email, and video conferences. We ask that you do your best to facilitate this contact. We believe it is very important for your children to remain connected to the school and to check in with their teachers regularly.

We also ask that you do your best to support your child as they work to complete the packets that have been developed, or if you have the technology, utilize our online learning activities. The district will collect remote learning packets but teachers will not grade these assignments in terms of right or wrong. We are most interested in keeping your child engaged in learning so that they are as prepared as possible for the next grade level.

Some parents are concerned that their children might be retained in their current grade level because they were unable to complete all of the remote learning packets. The decision to retain a child in their current grade level will not be made based on their academic performance during the school shutdown. Therefore, nearly all students will be promoted to the next grade level at the conclusion of this school year. At the start of the next school year, the district will assess students' math and literacy skills so that we can adjust instruction based on their needs and address any learning loss that may have occurred. I am confident that our teachers will work hard to help your children catchup. This will take time but we are all in this together.

Parents also want to know about when they will receive their students' report cards. We plan to make student grades available electronically through a web-based portal. The district is currently configuring this program and we expect to provide you with more information about it in the coming weeks. Elementary grades (K-5) will be based on the first and second trimester. There will be no grades recorded for the third trimester. The

third trimester will continue to be focused on preparing students for the next school year, that is why it is important for students, and families to remain engaged in remote learning activities.

Grade 6-12

Students enrolled at Southbridge Middle and High School have earned normal grades for the first two quarters (semester 1). Quarter 3 grades closed in March just after school was shut down and will be listed as credit or no credit (this does not apply to students enrolled at Southbridge Academy). In order to have earned credit in the third trimester a student needed to attend the majority of school days in the third quarter and had a passing grade at the time of school closure.

Students who receive a passing grade in two out of the three quarters (including a score of credit in quarter-three) will receive credit for the year in each course. Fourth Quarter grades will not lower a student's final grades. Assignments completed in the fourth quarter will allow students to improve upon their final grade for the year. Many of our high school students have been working very hard to take advantage of these opportunities and are improving their academic standing. I congratulate them on this work and commitment.

Southbridge Academy

Students enrolled at Southbridge Academy received numerical grades for Quarter 3. Quarter 4 lessons will focus on skills students need to move to the next grade. Grading for Quarter 4 will consist of Credit/No Credit. Students who earn Credit for Quarter 4, will receive additional points towards their final grade.

Final Note

I know that remote learning has been difficult for everyone involved, students, parents, and teachers. We are all struggling. I encourage you to continue to do your very best to help your child remain engaged in school activities. Practice with academic work is very important, our children need to continue learning and remain prepared for the next school year. Working together, we can accomplish this. Thank you for your questions. I'd like to remind you that you can ask questions at any time by using help@southbridgepublic.org, ayuda@southbridgepublic.org, or by calling (774) 318-1696.

Regards,

Jeffrey A. Villar, Ph.D.
Receiver/Superintendent
Southbridge Public Schools



Southbridge Public Schools

Jeffrey A. Villar, Ph.D.
Receiver / Superintendent

12 de mayo, 2020

Re: Posición en la calificación

Apreciadas familias de las Escuelas Públicas de Southbridge,

El aprendizaje remoto es difícil para estudiantes, padres y maestros. La pandemia ha dejado muy claro que no todos los estudiantes tienen el mismo acceso a la tecnología y que tiene oportunidades limitadas de aprendizaje. Nuestra principal prioridad es mantener a los estudiantes y sus familias conectados a sus escuelas. La salud y el bienestar de los estudiantes es nuestra principal prioridad. Sabemos que la pandemia ha sido muy estresante para todos y permanecer conectado durante este tiempo de separación física es importante.

Aprecio que nuestros maestros hayan desarrollado actividades de aprendizaje remoto en papel para nuestros estudiantes y las hayamos distribuido en nuestros sitios de distribución de comidas y en el mercado de Big Bunny. Sé que muchas familias han usado estos recursos y ahora tienen curiosidad sobre la política de calificaciones del distrito para este período. En respuesta a sus preguntas, me gustaría compartir la siguiente política de calificaciones, que se aplica por el resto del año escolar.

Grados K-5

Se les ha pedido a todos los maestros que se concentren primero en comunicarse con los estudiantes y las familias a través de llamadas telefónicas, correos electrónicos y videoconferencias. Le pedimos que haga todo lo posible para facilitar este contacto. Creemos que es muy importante que sus hijos permanezcan conectados a la escuela y se comuniquen regularmente con sus maestros.

También le pedimos que haga todo lo posible para apoyar a su hijo mientras trabajan para completar los paquetes que se han desarrollado, o si tiene la tecnología, utilice nuestras actividades de aprendizaje en línea. El distrito recolectará paquetes de aprendizaje remoto, pero los maestros no calificarán estas tareas en términos de correcto o incorrecto. Estamos más interesados en mantener a su hijo comprometido en el aprendizaje para que esté lo más preparado posible para el próximo nivel de grado.

Algunos padres están preocupados de que sus hijos puedan ser retenidos en su nivel de grado actual porque no pudieron completar todos los paquetes de aprendizaje remoto. La decisión de retener a un niño en su nivel de grado actual no se tomará en función de su rendimiento académico durante el cierre de la escuela. Por lo tanto, casi todos los estudiantes serán promovidos al siguiente nivel de grado al final de este año escolar. Al comienzo del próximo año escolar, el distrito evaluará las habilidades de matemáticas y alfabetización de los estudiantes para que podamos ajustar la instrucción según sus necesidades y abordar cualquier pérdida de aprendizaje que pueda haber ocurrido. Estoy seguro de que nuestros maestros trabajarán duro para ayudar a sus hijos a ponerse al día. Esto llevará tiempo, pero todos estamos juntos en esto.

Los padres también quieren saber cuándo recibirán las boletas de calificaciones de sus alumnos. Planeamos hacer que las calificaciones de los estudiantes estén disponibles electrónicamente a través de un portal web. El distrito está configurando actualmente este programa y esperamos brindarle más información al respecto en las próximas semanas. Los grados elementales (K-5) se basarán en el primer y segundo trimestre. No habrá calificaciones registradas para el tercer trimestre. El tercer trimestre continuará enfocándose en preparar a los estudiantes para el próximo año escolar, por eso es importante que los estudiantes y las familias sigan participando en actividades de aprendizaje remoto.

Grados 6-12

Los estudiantes matriculados en la Escuela Intermedia y Superior de Southbridge han obtenido calificaciones normales durante los primeros dos trimestres (semestre 1). Los grados del tercer trimestre cerraron en marzo justo después del cierre de la escuela y se incluirán en la lista de crédito o no (esto no se aplica a los estudiantes matriculados en la Academia de Southbridge (Southbridge Academy)). Para haber obtenido crédito en el tercer trimestre, un estudiante necesitaba asistir a la mayoría de los días escolares en el tercer trimestre y tener una calificación aprobatoria al momento del cierre de la escuela.

Los estudiantes que reciben una calificación aprobatoria en dos de los tres trimestres (incluido un puntaje de crédito en el tercer trimestre) recibirán crédito por el año en cada curso. Las calificaciones del cuarto trimestre no disminuirán las calificaciones finales de un estudiante. Las tareas completadas en el cuarto trimestre permitirán a los estudiantes mejorar su calificación final del año. Muchos de nuestros estudiantes de secundaria han estado trabajando muy duro para aprovechar estas oportunidades y están mejorando su posición académica. Los felicito por este trabajo y compromiso.

Academia de Southbridge (Southbridge Academy)

Los estudiantes matriculados en Academia de Southbridge (Southbridge Academy) recibieron calificaciones numéricas para el tercer trimestre. Las lecciones del cuarto trimestre se centrarán en las habilidades que los estudiantes necesitan para pasar al siguiente grado. La calificación para el cuarto trimestre consistirá en crédito / sin crédito. Los estudiantes que obtengan crédito para el cuarto trimestre recibirán puntos adicionales para su calificación final.

Nota final

Sé que el aprendizaje remoto ha sido difícil para todos los involucrados, estudiantes, padres y maestros. Todos estamos luchando. Le animo a que continúe haciendo todo lo posible para ayudar a su hijo a seguir participando en las actividades escolares. Practicar con el trabajo académico es muy importante, nuestros niños necesitan continuar aprendiendo y permanecer preparados para el próximo año escolar. Trabajando juntos, podemos lograr esto. Gracias por sus preguntas. Me gustaría recordarle que puede hacer preguntas en cualquier momento utilizando help@southbridgepublic.org, ayuda@southbridgepublic.org, o llamando al (774) 318-1696.

Atentamente,

Jeffrey A. Villar, Ph.D.
Receptor/Superintendente
Escuelas Públicas de Southbridge

Table of Contents

ELA	2
Math	8
Social Studies	10
Science	16
ESL (English as a Second Language)	24
World Language (Spanish 1, Spanish 1 Native)	33
Electives - Complete work for only those electives you are currently enrolled in	
PE	47
Art	51
Technology (Programming)	52
Theater	55
Band	58
Chorus	63

ELA 9th Grade

Week # 1

Estimated Time to Complete: 3 hours

Instructions: The 2020 pandemic is a unique experience - hopefully not one to be repeated beyond this year! Your task over the next 3 weeks is to capture those experiences through interviews. The stories we will collect as a 9th grade might be shared for everyone in our community to enjoy (no worries, names will not be used without permission). Over the next three weeks you will be asked to conduct an interview with another person in your household or someone you can connect with by phone/video, interview yourself, and then write up the results. If you are able to do so, we encourage you to add photos, pictures, or other visuals.

Task #1 Please read this brief overview of interviewing tips:

Listening skills: A good listener is someone who is interested in what they are being told, and who helps to create a good environment for someone to tell their story. As a listener, you will not only be listening to the substance of what is being said, you will also be aware of the non-verbal messages coming from the interviewee, and you will be listening for when the interviewee is speaking personally or when they are using a 'public' voice, which gives little away and uses safe language.

Non verbal behavior - nods of the head, eyebrows raising, facial expressions – are excellent ways of keeping an interview moving, as long as they are culturally appropriate. Maintain eye contact with the interviewee.

Asking Questions 'Who', 'what', 'where', and 'when' will help establish time and place, while asking 'how' and 'why' may give you motivation and meaning. Ask open questions: Some people will talk fluently with little prompting, but in many situations asking 'open' questions - questions phrased in such a way as to encourage the interviewee to speak in their own words – is the easiest way to encourage people to talk freely.

- Rather than 'Do you remember the General Strike?' ask 'Tell me about the General Strike'
- Rather than 'That must have been terrible' ask 'How did you feel about that?'

'How' is one of the most useful words to start a question with: • How did that happen? • How did you feel? • How did you do that? 'What' is also useful: • What happened then? • What do you think about...? • What was the best/worst...? 'Why' Why do you think...? • Why did you...? Be a little careful with 'Why...?' as it may sound accusatory and result in your interviewee becoming defensive.

Asking the follow up question, or probing: One of the most difficult things for an inexperienced interviewer to do is to ask a follow up question (often given the rather clinical name 'probing'). Remember that you are trying to get at the meanings and motivations people attach to events, but consider the difficulties in spontaneously voicing all your thoughts and memories in a coherent manner to someone you barely know. As an interviewer you are able to help and prompt the interviewee by indicating that you want to hear more, that you are perfectly happy for her/him to take her/his time and consider what s/he is saying. To explore a topic further, you can either nod your head and keep quiet, which will usually encourage the interviewee to expand on their point, or ask:

- 'How did you feel about this?'
- 'Was this what you expected?'
- 'Would you tell me more about that?'

. For example, if someone has had an adverse experience with a health service, you could ask: • What would you like to have happened? • Ideally, how would you like to be treated by nurses/doctors?

- Avoid closed and leading questions: Closed questions are questions which invite a 'yes' or 'no' answer. Sometimes you may need to ask questions in this way for clarification, but generally it is to be avoided.
 - • 'Do you remember the General Strike?' (Answer: yes/no) • 'Is politeness important to you?' (Answer: yes/no)
How would you rephrase these closed questions to make them more open? • Do you think that was the right thing to do? • Did you feel happy about that? • Is that important to you? • Have you been there recently? • Was it your manager's idea to do that? • Has it changed much over the years? • Were the unions satisfied with that?

- Leading questions are those questions which suggest an answer in the question. Ask a question like this and you may well have your choice of words, rather than the interviewee's, coming back at you in the answer. • 'Don't you think ...' • 'Wouldn't you say that....' • 'That must have been....' • 'Don't you agree that...'
- Silences: Don't be afraid of silences! This may be difficult for inexperienced interviewers to appreciate. At times, we all need a second or two to think or we may not be sure if the person we are speaking to wants us to continue. Particularly with older people, the pace of the conversation may be slow and the interviewee may pause for thought quite frequently. At such moments (which may seem like ages at the time but are often only a few seconds) it is important that the interviewer keeps quiet and doesn't disrupt the thought processes. A nod of the head will usually encourage the interviewee to continue. Also, silences may indicate an unwillingness, or an inability, to talk about a subject. Someone talking about war experiences may tell you that they can't describe some experiences, and so won't try; or in one sentence they may skip from one year to another without talking about the intervening period. Family relationships may be revealed as much by what isn't said as what is. Try and be sensitive to these moments; you can always ask if someone wants to talk about a particular subject or not.
- Keep your questions short, incisive, one at a time. Use clear, simple language.
- Don't interrupt. An interrupted train of thought may never be retrieved. If an interesting point is made, make a note and follow it up at an appropriate point.
- Follow your instincts. You don't have to follow your interview questions, if an interesting idea appears – follow up. Respect people's opinions, even if you don't agree with them. You may need to keep your opinion to yourself, but you are able to explore how people's opinions have come to be formed. You should be 'critical but not confrontational'.
- At the end of the interview, ask about anything you feel has been left out, and ask the interviewee if there is anything else they would like to say.

© This information sheet has been downloaded from the University of Leicester website 'Interviewing for Research' at www.le.ac.uk/emoha/howtointerview.html. This resource has been funded by the University of Leicester's Learning and Teaching Committee and must not be hired, rented or sold for profit.

Task #2 Determine 10 questions for your interview

For Example- Dr. Langlois conducted her interviews this week. Here are two questions of the 10 questions and answers.

Questions	Dr. Langlois	Ms. Maggie (the cat)
What are some of the biggest differences in your life now than before Covid-19?	I get to sleep later each morning and find that I have plenty of time to cook, exercise and indulge in reading	My human never leaves me alone. I have no quiet time- she is always petting me or talking to me. I can't wait for this to end!
If you could go back in time to a month before Covid 19 - what advice would you give yourself?	Buy toilet paper!! Go out more- don't be such a homebody.	Advice? I'm a cat- everything I did then was perfect so why would I need advice? This is a stupid question

Your turn:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

If possible, practice the questions with someone you don't plan to interview- this will give you feedback on needed changes.

Week # 2

Estimated Time to Complete: 3 hours

Instructions: This week your goal is to conduct both interviews. Take great notes! If you can, consider recording the interviews (but always ask permission first). This is also the time to think about taking photos or creating some kind of visual.

Interview 1 Notes:

Self interview notes:

Week # 3

Estimated Time to Complete: 3 hours

Instructions: This week you will write up the interviews for others to enjoy. Mr. McNeil and Ms. Mercure share their interviews for you to enjoy.

By: Ms. Mercure

The Covid-19 pandemic of 2020 is unlike anything I have experienced before. Quarantine, stay at home orders and social distancing are just three of the challenges our world is facing. Constant worry for loved ones is front and center for many people. As Ms. M. stated when asked about her family, “My brother and my son are both essential workers... I worry about them constantly.” That constant worry coupled with the necessity of quarantine is difficult to cope with for most people. Knowing just how easy the virus spreads means no going to the store for fun or to the movies with friends. “Knowing I CAN’T go where I want when I want is the part that bothers me the most,” said Ms. M when she was asked about staying home. There is no doubt that our world will not be the same once this pandemic ends. It will definitely be a new normal.

COVID-19 Conversation Spotlight: Annemarie McNeil, Healthcare Manager

By: Mr. McNeil

Not every day of teaching is a walk in the park; still, Governor Baker’s announcement that all Massachusetts schools were to remain closed for the remainder of the year left a numbing feeling. Although the countless hours of time spent with my two one-year-olds, Charlie and Teddy, has been a thoroughly enjoyable juggling act, I have always been someone who appreciates closure. In this instance, closure would have looked like accomplishing our academic goals for ELA I, watching my first class at Southbridge High walk across the stage in June to accept their well-deserved diplomas, and wishing all of my students a safe, yet fun.

But if we want to ensure the well-being of others—something we should all take every precaution to do—we must continue social distancing, mask-wearing, and accept a temporary “new normal.

I recently spoke with Annemarie McNeil, a 62-year-old Worcester home healthcare agency manager, to gain some understanding of how medical professionals are handling COVID-19. McNeil, who happens to be my mother, has the responsibility of ensuring elderly patients and those with significant health conditions (living at home) are properly cared for, a difficult job under normal conditions. “It’s [quarantine] has been extremely difficult for a number of patients who are already compromised with issues, who often need a high level of care, regardless. On top of typical difficulties, this has been emotionally burdening for many of them,” McNeil reports. Many of these folks do not entirely understand what is going on and why they must stay home and miss their social networks of family members and lifelong friends.

“I have no idea—this could last for up to a year,” McNeil explained, when asked to give a timeframe for when things could go back to “normal.” “We need to wait and see, and we need to not rush things, as that’s how things can go south,” she added. Although she “FaceTimes” with her grandchildren every Sunday night, she, like her patients, wishes things were better so she could visit the boys in-person. While technology has certainly made major advancements, nothing beats face-to-face interactions.

In posing a glimmer of hope, McNeil adds that “we need to enjoy the time we have together and make the most of a tough situation.” She reasons that people are resilient and that time does pass, and that the best we can do in the moment is to take care of each other and be respectful of our neighbors.

Algebra I

Week #: 1 & 2

Estimated Time to Complete: 3 hrs

Instructions: Collect the data and create a system of linear equalities that represent your situation. Use each method (graphing, substitution, elimination) to solve the system. Graph your system. Reflect on the solution – what does it mean?

You just got your driver's license, have a job after school, and are ready to buy a car. You can spend \$500 per month on the car payment and gas. You have narrowed your choices down to either a 2020 Volkswagen Jetta or a 2020 Toyota Corolla Hybrid. The Corolla Hybrid costs a little more but gets better gas mileage so it will cost a little less to drive per month. Before your parents let you buy a car, they want you to figure out how many miles you can drive per month for each car without going over your \$500 limit. Gather information about two cars (**price of buying the car, miles per gallon driving in the city, and average price for a gallon of gas**). Build a system of linear equations for the price of both cars. Use the methods we learned in class to decide which car you can drive the most without going over \$500.

Please note: The APR (annual percent rate) is 0% and the length of the financed loan is 60 months.

Week #:3

Estimated Time to Complete: 3 hrs

Instructions: Which car would you choose and why? Create a display of your work in one or more of the following ways: Create a Powerpoint presentation, video, website, a series of posters, a comic strip, brochure, magazine, or book.

Family fun task. Try it with members of your family or friends and see who can complete it first. Enjoy.

Complete the system of equations puzzles.

			Row sum = 46
			Row sum = 18
			Row sum = 40
			Row sum = 54
Column sum = 60	Column sum = 52	Column sum = 46	

 = _____  = _____  = _____

			Row sum = 38
			Row sum = 50
			Row sum = 48
			Row sum = 43
Column sum = 53	Column sum = 63	Column sum = 63	

 = _____  = _____  = _____

			Row sum = 56
			Row sum = 47
			Row sum = 55
			Row sum = 64
Column sum = 72	Column sum = 71	Column sum = 79	

 = _____
  = _____
  = _____

			Row sum = 42
			Row sum = 18
			Row sum = 27
			Row sum = 30
Column sum = 50	Column sum = 32	Column sum = 35	

 = _____
  = _____
  = _____

			Row sum = 78
			Row sum = 65
			Row sum = 68
			Row sum = 71
Column sum = 109	Column sum = 80	Column sum = 93	

 = _____
  = _____
  = _____

United States History I

Week #: 1

Estimated Time to Complete: 3 hours

DOCUMENT-BASED QUESTION

Task: Using the information from the documents in part A and your knowledge of US history, write an essay in which you

Discuss the development of self-governing structures in the colonies.

- Specifically, discuss some examples of self-governing structures that evolved in the colonies.

Describe the impact of political precedent on the evolution of self governing structures in the colonies.

- Specifically, describe the impact of documents such as the Magna Carta and Enlightenment thinkers on the evolution of self-governing structures in the colonies.

Instructions:

Part A | Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

1	Clause 14: “To obtain the general consent for a tax in Great Britain [England] we will cause the great
2	council, made up of men who represent the people of England to be summoned individually by
3	letter....they will come together on a fixed day and at a fixed place. ...the decision about creating or
4	collecting taxes on that day will be made by a decision reached by vote of majority rule of the
5	representatives of the people...The King shall follow the will of the great council, the King shall not
6	raise or levy taxes on his own accord”

1a) What does the phrase “general consent” in line 1 mean?

1b) How will decisions about creating or collecting taxes be made?

1c) Do the people of England have a say in whether or not their taxes are changed? Cite evidence to support your claim.

1d) How does the Magna Carta limit or restrict the power of the King according to this excerpt?

Document 2

1	"We have reason to conclude that all peaceful beginnings of government have been laid in the consent of the people...The natural liberty of man is to be free from any superior power on Earth, and not be under the will or legislative (law making) authority of man... but freedom of men under government is to have a standing rule to live by, common to every one of that society... A liberty to follow my own will in all things where that rule prescribes not, not to be subject to the inconstant, uncertain, unknown, arbitrary will of another man, as freedom of nature is to be under no other restraint but for his rule...Despotical power is an absolute, arbitrary power one man has over another, to take away his life, whenever he pleases. This is a power, which nature does not give..."
2	
3	
4	
5	
6	
7	
8	
9	

Source: John Locke - Two Treatises of

Government (1690)

2a) What is the beginning or foundation of government, according to John Locke?

2b) Using evidence from document 2, disprove the following statement: John Locke would agree with Great Britain's rule under a king.

Document 3

1	In the name of God, Amen. We, whose names are written below, the loyal subjects of our Lord King James, by the Grace of God, King of Great Britain....Having undertaken...a voyage to plant the first colony in the Northern parts of Virginia, do by these words promise and combine ourselves into a civil political body, for our better ordering and preservation of our society in the New World ...to enact.. just and equal laws, ordinances, acts...for the general good of the colony, which we promise... to be chosen by majority rule.
2	
3	
4	
5	
6	

Source: Mayflower Compact, November 11th 1620

3a) What form of government was in place in Great Britain in 1620, when the Pilgrims left to establish a colony in the new world?

3b) How did the signers of the Mayflower compact plan to make decisions for their colony? Cite evidence to support your claim.

3c) How was the new government [civil political body] similar or different from the monarchy in Great Britain?

3d) Do you think the signers of the Mayflower compact were impacted by the Magna Carta or John Locke?

Cite evidence from documents 1, 2, and 3 to support your claims.

United States History I

Week #: 2

Estimated Time to Complete: 3 hours

Instructions:

Part A | Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 4

1	...It is ordered...that the election of the law makers shall be in this manner: every person present and
2	qualified for choice shall bring in one single paper with the name of him written in it whom he desires to
3	have Governor, and he that hath the greatest number of papers shall be Governor for that year. And the
4	rest of the law makers or public officers to be chosen in this manner as well...

Source: Fundamental Orders of CT (January 1639)

4a) How are leaders chosen in the colony of Connecticut? Cite evidence from the text to support your answer.

4b) What, if any, influences of the Mayflower Compact or John Locke's ideas are evident in the Fundamental Orders of Connecticut? Cite evidence from documents 2 & 3 to support your claims.

Document 5a

1	The colonists also enjoyed a high degree of self-government. As British subjects, they owed their
2	allegiance to the king, who granted colonies charters and appointed colonial governors. England
3	regulated the colonies' overseas trade and provided for their defense. Beyond that, the colonists
4	ran their own affairs. They had their own legislatures, or assemblies, where their elected
5	representatives passed laws and levied taxes...

From: Freedman, Russell *Give Me Liberty! The Story of the Declaration of Independence*, NY: Holiday House
2000

Document 5b

1	The meetinghouse was at the center of town life. The meetinghouse was where the town
2	government met. All the colonists in town could attend the town meeting, but only male church
3	members were allowed to vote. As church membership dropped and many new settlers arrived,
4	more colonists were permitted to participate in the town government. By the end of the 1600s, any
5	man who owned property could vote. However, women, children, indentured servants, and slaves
6	were not allowed to vote.
7	Every year, towns throughout the colonies held special meetings in which voters would elect
8	town representatives to serve in the colonial assemblies, which discussed issues concerning the
9	entire colony, levied taxes, and passed laws. Town meetings were also held to address the needs
10	of the individual towns. There were town elections for public offices, or jobs for the community such
11	as town constables, who maintained peace, law, and order in the town.

Reflections – The United States: Making a New Nation. Excerpted from pages 217, 219

5a) According to document 5a, how did the colonies apply the ideas of John Locke?

5b) According to document 5b, what was the function and purpose of the New England Town Hall meeting?

5c) How are the ideas of John Locke & the Magna Carta evidenced in the concept and practice of town hall meetings?

United States History I

Week #: 3

Estimated Time to Complete: 3 hours

Instructions:

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least **three documents** in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context: Colonial political developments were influenced by traditions from their mother country - England, as well as ideas from the Age of Enlightenment, and colonial experiences. Self-governing structures were common and yet varied in procedure and nature across the 13 colonies.

Task: Using the information from the documents in part A and your knowledge of US history, write an essay in which you:

Discuss the development of self-governing structures in the colonies.

- Specifically, discuss some examples of self-governing structures that evolved in the colonies.

Describe the impact of political precedent on the evolution of self governing structures in the colonies.

- Specifically, describe the impact of documents such as the Magna Carta and Enlightenment thinkers on the evolution of self-governing structures in the colonies.

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from at least three documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

HS Science

Week #: 1

Estimated Time to Complete: 1-2 hours

Instructions: Follow the directions under each section.

Content Needed: Review of chemistry and intro to biology/life science.

Reading Nutrition Labels Part 1

People look at food labels for a variety of reasons. But whatever the reason, many consumers would like to know how to use this information more effectively and easily. The following label-reading skills are intended to make it easier for you to use the Nutrition Facts labels to make quick, informed food decisions to help you choose a healthy diet.

1. Serving Information →

2. Calories →

3. Nutrients →

4. Quick Guide to percent Daily Value (%DV)
 • 5% or less is **low**
 • 20% or more is **high**

Directions: Choose 3 different foods from your house and fill in the table with their nutritional information.

	Item #1	Item #2	Item #3
Name of Food Item			
Serving Size			
Calories per serving			
Total Fat			
Trans fat			
Sodium			
Total Carbohydrate			
Total Sugars			
Total Protein			

Reading Nutrition Labels Part 2

Directions: Answer the following questions based on the food items you chose in Part 2.

1. Which of your food choices had the most calories? For the amount of energy in this food, is it filling?

2. Which of your food choices had the most carbohydrates? Least?

3. Which of your food choices had the most sugar? Least?

4. Which of your food choices had the most protein? Least?

5. If you ever walked down a grocery aisle, you'll see food packages making all kinds of claims. *Fat free!* *Lite!* *Low carb!* But does that necessarily mean these products are healthy for you? Answer the following questions below to think through this!

- a. For food item #1- what claims/designs are on the package that would make you want to eat it?

- b. For food item #2- what claims/designs are on the package that would make you want to eat it?

- c. For food item #3- what claims/designs are on the package that would make you want to eat it?

6. Of your 3 food items, which would you argue is the healthiest?

a. Make a claim.

Food item # _____, is the healthiest food option of the 3 items I chose.

b. Provide 3 pieces of evidence to support your claim that the food item you chose is the healthiest.

1.

2.

3.

c. Why do each of these pieces of evidence support the claim that your food item is the healthiest?

HS Science

Week #: 2

Estimated Time to Complete: Approximately 1 hour

Instructions: Read the following article and use the Science Close Read protocol below:

Content Needed:

Science Close Read

1. **Close Read:** Read with a pencil/highlighter in hand, and annotate the text.
 - Annotating *means* underlining or highlighting key words and phrases—anything that strikes you as surprising or important, or that raises questions.
 - Annotating *includes* writing your thoughts and reactions in the margins next to what you have highlighted or underlined. These need to be rich comments. Rich comments might begin with the word, what or why or any of the phrases that could also be used to start your reflection statement.
 - Highlight or circle words you don't know, and look them up! Write down the definition in the margin next to the word.

2. **Summary Statement:** Write a summary statement for the article in which you include:
 - the author, title, and source
 - a summary verb
 - the sentence completed with the main idea of the article
 - The summary statement is 25 words or less; the author/title/source counts as **1** word.
 - At the end of your statement, write the number of words in your statement and circled it.

3. **Reflection Statement:** Use one of the following sentence starters and write a brief 1-2 sentence reflection statement for the article.

A) I noticed. . .	E) I'd like to know. . .
B) I wonder. . .	F) I realized. . .
C) I was reminded of. . .	G) If I were. . .
D) I am surprised that. . .	H) I am not sure. . .

Sugar: An Unexpected Explosive by Michael Tinnesand

At 7:15 p.m. on a cool February night in 2008, an explosion rocked an industrial plant that produces sugar near Savannah, Ga. More explosions followed, with devastating results. The floors of the Imperial Sugar Company's plant buckled and walls were blown out. The damage caused the electricity to be cut off in most of the plant, making escape and fire suppression difficult. The fire raged for hours. By morning, the full extent of the devastation was evident. Thirteen people died and 40 were injured. The plant, which is the largest sugar refinery in the United States, was completely destroyed. Investigators on the site quickly discovered the cause of the wreckage and the source of the explosion: sugar. Most of us are familiar with things that explode, and our thinking usually goes to gunpowder, gasoline, and dynamite. But sugar? How can such a common household food be responsible for leveling an entire sugar refinery and result in so many deaths and injuries?

All explosions, regardless of their source, are characterized by a large release of energy, the production of gas molecules that expand quickly, and a rapid rate of reaction.

Burning sugar—chemically known as sucrose ($C_{12}H_{22}O_{11}$)—produces energy almost immediately. Anyone who has roasted a marshmallow—which is mostly made of sugar—over a fire knows the marshmallow ignites and burns like a torch. This process, called combustion, is described by the following chemical reaction:



Note that there are 12 moles of gas on the left side of the equation for the combustion of sugar but 23 moles of gas on the right side. This explains the increase in volume typical in explosive reactions. What this chemical reaction does not show, though, is that this volume needs to increase rapidly for an explosion to occur.

So, why doesn't sugar explode or at least light on fire when we eat it? When we eat sugar, sucrose is first digested in the stomach into its component sugars, one of which is glucose ($C_6H_{12}O_6$). Glucose subsequently reacts with oxygen in a series of small steps within our cells that produce carbon dioxide (CO_2), water (H_2O), and energy. The process can be summarized according to the following equation:



This reaction occurs at a slower rate and the energy is stored, so no explosion occurs. The sugar molecules still react with oxygen and produce carbon dioxide and water, but the energy is first captured and then released through many steps. The explosion at the Imperial Sugar plant is more closely related to the burning marshmallow than the digestion of sugar. The chemical reaction involved is the same, but the speed at which it happens and the fact that many such reactions occur at the same time are what causes an explosion.

But what is the difference between the slow chemical reaction that results in a ruined marshmallow and the catastrophic destruction of an industrial plant? The answer has to do with factors that affect the rates of chemical reactions. These factors include the nature of the reactants, their physical state (solid, liquid, or gas), the surrounding temperature and pressure, and the amount of surface area—the area of exposed surface of solid or liquid reactants. In the case of the Imperial Sugar plant explosion, the most important factor is the amount of surface area. A chemical reaction of a solid substance can occur only on its surface (Fig. 1a). For example, when a cut apple is left exposed to air, it soon begins to turn brown. This browning of the apple's surface is a chemical reaction between the molecules at the surface of the apple and oxygen from the air (Fig. 1b). But the browning occurs only on the exposed cut surface of the apple. If you were to cut the apple again, you would expose fresh apple underneath, and the amount of browning would increase. Oxygen from the air can interact only with surface molecules, so that's the only place where browning can occur.

Another example is what happens when we try to start a campfire. Trying to light a fire with just one big log is ineffective and frustrating. No matter how long a match is held underneath the log, it is not likely to start burning. But if the log is divided with a hatchet into a number of slender sticks, commonly known as kindling, the fire is much easier to start.

Now, imagine taking this process to the extreme. If the log is divided into increasingly smaller slivers, eventually nearly all of the molecules in the wood would be near the surface and available to react. Indeed, finely divided wood dust will not only burn but explode.

Let's go back to sugar. As raw sugar is refined, it is ground into smaller particles. Sugar particles in granulated sugar range in size from 570 to 635 micrometers—about the thickness of a fingernail. (One micrometer is one-millionth of a meter.) In powdered sugar, the particles are much smaller: Their average size is 60 micrometers.

When a substance is divided into smaller and smaller particles, even though the total amount of the substance remains constant, the number of particles increases, and so does the total surface area that is available to react chemically (Fig. 2). For example, one kilogram of a substance divided into particles of 120 micrometers each has more than 500 square feet of surface area.

As the surface area increases, the number of collisions between the molecules on the surface and the oxygen molecules in the air increases. That's what occurs when dust is dispersed in the air: Each dust particle is surrounded by oxygen

molecules, so collisions occur between these dust particles and surrounding oxygen molecules. In the presence of a spark or a flame, all of these collisions become combustion reactions that occur at a very rapid rate. Lots of heat is released, which quickly causes a rapid increase in the volume of the gases being formed, creating a shock wave—a series of air waves that move fast—typical of explosions.

When a substance is divided into particles that are 500 micrometers or less in size— what scientists formally call “dust”—it can easily explode, especially if it is dispersed in the air. This allows every single particle in the dust to potentially react with oxygen in the air. Note that it will still be difficult to ignite a pile of sugar dust. It is not until the dust is suspended in air that it will explode in the presence of a spark. In industrial processes, as sugar is ground and milled, the smallest particles can float into the air and cause an explosion, unless they are captured by an exhaust system.

This is exactly what happened at the Imperial Sugar plant. The various grinding and refining processes filled the air in the plant with finely divided sugar dust. Exhaust systems were inadequate to keep the dust out of the air. A spark or flame from one of the machines in the plant started the explosion, which quickly spread to other parts of the facility. As more explosions tore the plant apart, sugar dust that had collected on the floor and equipment was tossed into the air and quickly added to the explosions.

This type of dust explosion is not just a problem with sugar. Dust from coal, flour, metals, plastics, and wood can all explode under the right conditions. More than 350 such explosions have occurred in the United States during the past 30 years, resulting in more than 130 fatalities and hundreds of injuries. The explosions occurred in 44 states, involving a variety of industries. According to the CBS News television program 60 Minutes, originally broadcast on June 8, 2008, 30,000 U.S. factories are at risk for explosive dust.

Sometimes, finely ground substances can be used to our advantage. In many coal burning power plants, coal is finely ground before it is blown into the combustion chamber. Once inside, the finely divided coal burns more quickly and more cleanly than lump coal. Also, in automobile engines, liquid gasoline fuel is sprayed into the piston cylinder through fuel injectors that disperse it into a fine mist. Just like coal dust, gasoline burns rapidly, and nearly all of it is consumed in the combustion reaction.

So, why has this dangerous situation been allowed to persist? To some extent, it is because dust is so familiar to us that we are not too concerned about it. We are all familiar with household dust or dust that is carried by the wind. But when dust from high-energy substances, such as sugar, is allowed to accumulate in closed spaces and happens to ignite, it can cause an explosion.

The U.S. Chemical Safety and Hazard Investigation Board (CSB), a federal government agency that investigates industrial chemical accidents, issued a report in 2006 calling dust explosions a “serious hazard.” CSB also called on another U.S. government agency, the Occupational Safety and Health Administration (OSHA), to issue safety standards covering all potential sources of industrial dust explosions. OSHA issues and enforces rules called standards to prevent work-related injuries, illnesses, and fatalities. Late in 2009, OSHA announced that it was planning to propose new standards to determine how to control the amount of dust present at a work site, how to eliminate sources of ignition that could start an explosion, and how to control damage should a catastrophic explosion occur. Thanks to these new efforts, workplaces that contain large amounts of dust—such as sugar factories and wood workshops—should become safer in the future. But it is also important that people realize dust can become an explosive, so they can find ways to prevent it from becoming hazardous.

HS Science

Week #: 3

Estimated Time to Complete: Approximately 1-3 hours

Instructions: You are going on a Nature Scavenger Hunt! You may do this scavenger hunt outside, following all CDC guidelines of wearing a face covering, etc.. or you may look out your windows to try and find these items. The first 20 students who complete this assignment will get a special card mailed to them from Ms. Zannelli, the District Science Supervisor. Good Luck!!

Rules:

- 1) Look out your window, or go outside with your phone or a piece of paper.
- 2) Look for an item on your Bingo Board. Some items have pictures to help you find them.
- 3) When you find something on your Bingo Board, take a picture with your phone, or sketch a picture of what you found.
- 4) You are NOT allowed to use the same picture more than 1 time!
- 5) Label your Bingo Board with the date, time and location you found the item.
- 6) Send the picture or a copy of your sketch to your teacher immediately, so they can see what you have found, and play along with you.
- 7) When you have “Bingo” (filled all the boxes in a straight line- across, down, or diagonally), email your teacher a picture of your completed Bingo board with your name, and current address, so they can notify Ms. Zannelli

N	A	T	U	R	E
Three different colored rocks	Two acorns	Three different types of mammal	One green animal	One variegated leaf (a leaf with light and dark colors in a pattern) 	Two different types of mushrooms
One bird on the ground walking, looking for food	One spider's web 	One simple pinnate leaf 	Two different colored butterflies	One flower growing out of the sidewalk	Three different colored tulip flowers
Three different types of flowers	One piece of litter- take a picture of you picking it up and throwing it away properly	Two birds singing	Two flowering trees of different colors	One living worm	Two benches to sit on
Two leaves with serrated edges (jagged/pointy edges) 	Moss on a log	One active nest in a tree	Three different colored birds	Two different sizes of ant	One caterpillar
One chipmunk looking for food	Three simple pinnate leaves 	Two different shaped pine cones	Three different types of flying insects (be careful not to get stung!!)	Two simple leaves with lobes 	Two different types of clouds.
One yellow item, two red items, one white item. Can be animal, vegetable or mineral	One grey squirrel eating a nut	One Cardinal	one four leaf clover	One bud on a tree	Five leaves with galls  Bumps on leaf where insects have laid eggs, the leaf has a growth or

					infection
--	--	--	--	--	-----------

Language Acquisition (ESL): Period 5/Your name _____

Ms. Wessling’s class: Week 1: *Total Time to Complete:* 3 hours

You can ask me questions and you can see (or just hear) your friends then, and yes, you can chat a little in Spanish.

#1: Read my letter, choose four new words for you, and write a response (time: 1.5 hours).

May 1, 2020

Hello everyone,

How are you? I am happy to have this chance to write to you. I miss being at Southbridge High School. I also miss seeing all my students in my 9th grade homeroom, and I miss seeing my students in Period 1 (a group of 9th graders I help with their ELA assignments), Periods 2 (your ELA class), Period 4 (science) and Period 5 (ESL). Furthermore, I want to see the other teachers. I also wish I could use my classroom. What things do you miss?

I have many things I am grateful (or thankful) for during this difficult time. First, I am grateful that everyone in my happy is healthy and safe. Secondly, I am grateful that I can spend time with my family every day. Thirdly, I am thankful I have a job that allows me to connect with my students. Finally, I am thankful to have enough food, cleaning supplies, toilet paper, and other items I need to survive. What are you thankful for? I hope to hear from you soon.

Best wishes,

Ms. Wessling

Choose four words you do not know the definition of in my letter. Fill in the chart below.

<i>Word</i>	<i>Spanish translation</i>	<i>Definition</i>	<i>Use in a sentence</i>

oranges, strawberries, and blueberries. I encourage him to eat yogurt, chicken, steak, fish, peas, and carrots, and I cook him some rice and pasta too. I try not to yell at him.

*** Now you should discuss a problem and a solution with friend or family member. If you do not have someone to interview, then interview yourself. ***

Question 1: *What is a problem you are having?*

Answer:

Question 2: Use a wh-word and write a question:

Answer:

Question 3: Use a wh-word and write a question:

Answer:

#3 Final activity (should take 20 to 30 minutes). Write in full sentences please.

EXIT TICKET

1. **What** did you think of the assignments in this packet?
2. If you could ask me one question, **what** would it be?
3. If you could ask anyone in a world (alive or dead) 1 or 2 questions: 1. **what** person would you ask a question, 2. **why** would you ask that person a question, 3. **what** question would you ask that person and 4. **why** would ask that question?

1. I would choose _____ to ask a question. 2. I would pick this person because _____

3. I would ask _____ 4. because _____
_____. I think this person is _____

Note from Ms. Wessling: *If I had to pick a person or people to ask one or more questions, I would ask **my parents** (madre y padre) a few questions. They died five years ago. I often wonder what they would think COVID-19, so I would ask them. I would ask them how to be a better parent, too. I think they were amazing people, so it would be cool to talk to them again.*

Grade 9: Language Acquisition (ESL): Period 5/Your name _____

Ms. Wessling's class: Week 2: **Total Time to Complete:** 3 hours

Contact info: swessling@southbridgepublic.org and I hold a Google Hangouts session every Wednesday from 1 to 2 p.m. (look for the invite in your school email). You can ask me questions and you can see (or just hear) your friends then, and yes, you can chat a little in Spanish.

Assignment # 1 (two hours and 50 minutes): Read the article below. It is an excerpt (or part) of an article that was posted on the *Time* magazine website. Complete a vocabulary chart and answer questions. Write a letter.

As the Coronavirus Disrupts Family Life, Teens Are Taking on Adult Responsibilities

by Katie Reilly (posted on April 30, 2020)

Sue Suilla Daley should have been spending these days picking out a prom dress and roaming the halls of her New York City high school for the last time. Instead, in the epicenter of a pandemic, she has been at home doing schoolwork alone. She also has been caring for her 5-year-old sister and 83-year-old grandmother at home. Her mother works as a food and nutrition aide for Mount Sinai hospitals, on the front lines of COVID-19.

“I kind of planned how senior year was going to go,” says Sue, 18. “In a short time, many things have changed. I wasn’t ready for the additional at-home responsibility.”

In Los Angeles, Peter Smith, a 17-year-old high school junior, has been trying to help his father work through the technological difficulties of filing for unemployment, filling out job applications online, and setting up Zoom meetings. His father is among the 30 million workers who have lost their jobs since COVID-19 began sweeping the country. “It’s hard to focus on my schoolwork, while also trying to help my parents,” says Peter. “It gives me a glimpse of what being an adult is like.”

In Chicago, Jovianne Ojeda has tried to stay positive. The high school sophomore is responsible for watching her 11-year-old brother during the day and doing much of the cooking and cleaning. Her single mother—Marianne Ojeda, a certified nursing assistant at a Chicago hospital—works up to 16-hour shifts, six days a week, caring for COVID-19 patients.

“It’s a little bit overwhelming, but it also kind of gives me strength,” says Jovianne who is just 15 years old. “I know that I’m helping my mother out a lot, but it’s hard and takes a lot of time. I want to help, but it’s stressful.”

Jovianne helps her brother do his fifth-grade math lessons, while she works on her own English essay. She makes her brother hotdogs and eggs for breakfast or mac and cheese for dinner, when she knows her mom is too tired to cook after a long shift. Jovianne worries constantly about her mother when she hears stories about healthcare workers contracting COVID-19 on the job.

Marianne Ojeda worries about exposing her children to the virus, but she cannot afford to quit her job. When she comes home, she goes quickly into her bedroom. She tells Jovianne and her brother not to come too close to her. She listens to them talk from across the room.

“It’s really difficult,” the mother says. When they ask her how long this is going to last, Marianne has clear answer. “I just want this pandemic to be over,” she says. “I’d like to just stay home with my kids. I feel like I’m neglecting them in some way.”

Choose five words you do not know the definition of in the article. Fill in the chart below.

Word	Spanish translation	Definition	Use in a sentence

First write a short summary about the text. (Remember this means to use *your own words* to explain to someone what the article is about). You only need to write two to three sentences.

Fill in the lines (called a paragraph frame) to write your summary, or write a few sentences below the frame:

The article is about _____ and their _____. The article tells us about _____ The article is also about _____

Questions: Answer in full sentences:

1. *What is the same about all the teenagers in the article? (How are they alike?)*
All the teenagers are _____
2. *How did you feel after reading this article?*
After reading this article, I felt _____
3. *If you could give advice (or tell one of these teenagers one thing) what would be?*
I would tell _____
4. *If you could tell one the teenagers' parents something, what would it be?*

This week instead of writing a letter to me, write a letter to the president of United States or a state governor (the person who runs the state). Tell them you read this article and tell them what you think about the article. You can tell them if you think they are doing a good job or what they could do better. I will start the letter for you.

Dear _____, _____
(Date above)

I just read an article in the Times about teenagers who are taking care of their families because of COVID-19. These teenagers are feeling _____ because _____
_____. The article was (*pick a word or **sad, hard to read, powerful, uplifting, negative, positive**, circle one or two of these words or write your own word*)
_____ because _____

First, I think you need to help these people by _____

You could also _____

Additionally, I want you to _____

_____. In conclusion, _____

Sincerely,

(your name)

EXIT TICKET: 5 to 10 minutes: Today I feel _____ because _____

_____. By doing this assignments, I learned _____

Grade 9: Language Acquisition (ESL): Period 5/**Your name** _____

Ms. Wessling's class: Week 3: **Total Time to Complete:** 3 hours

Contact info: swessling@southbridgepublic.org and I hold a Google Hangouts session every Wednesday from 1 to 2 p.m. (look for the invite in your school email). You can ask me questions and you can see (or just hear) your friends then, and yes, you can chat a little in Spanish.

Assignment #1: 1 hour

For this assignment, write a letter to future yourself (you will not receive it for 20 years). Some of the letter will be in past tense (telling your future self what happened) and some will be in future tense (telling your future self what you hope happens to them).

EXAMPLE:

May 4, 2040

Dear Me 20 years from now:

Assignment #2: (one hour and 45 minutes): Listening to people talk in English and then writing about a person, place or thing. Write where you got your info here _____

Listen to people talking in English. You can talk to a friend or family member in English or listen to someone talking English on YouTube or TV. Use the chart below to write information and then use it to write two or three paragraphs. Remember, you are preparing to go into 10th grade. Use transitional words and phrases. Write in sequence (the order events happened) or use another text format, such as comparing (tell how they are the same) and contrasting (tell how they are different).

The best things I learned about this person, place or thing was	Some things I never knew about this person, place, or thing ...	Things I knew about this person, place, or thing and liked hearing about again	Other "Fascinating Facts"

Spanish I

Week #: 1

Estimated Time to Complete: 3 Hours

Instructions: Included with activities

Content Needed: Provided

Week #1

I - A. Pareo: Parea las siguientes palabras de español (columna A) con su equivalente en inglés (columna B).

- | | |
|--------------------------|----------------------|
| ___ 1. Dolor de cabeza – | A. Souvenirs |
| ___ 2. Dormir – | B. To skin-dive |
| ___ 3. La espalda – | C. Warehouse/Storage |
| ___ 4. El médico – | D. Waterfalls |
| ___ 5. El cuerpo – | E. Orange |
| ___ 6. La estufa – | F. Gloves |
| ___ 7. La lámpara – | G. Pants |
| ___ 8. Los guantes – | H. The lamp |
| ___ 9. Las cataratas – | I. Sweater |
| ___ 10. Bucear – | J. The stove |
| ___ 11. Los recuerdos - | K. Twins |
| ___ 12. El almacén - | L. The body |
| ___ 13. Anaranjado - | M. Only daughter |
| ___ 14. Pantalones - | N. Doctor |
| ___ 15. Sudadera - | O. Only son |
| ___ 16. Gemelos - | P. Back |
| ___ 17. Única hija - | Q. Cousin |
| ___ 18. Único hijo - | R. To sleep |
| ___ 19. Primo - | S. Uncle |
| ___ 20. Tío - | T. Headache |

I - B. Llena los blancos usando las palabras en caja.

(A) tengo frío	(B) hospital	(C) me siento mal	(D) estómago	(E) escritorio
(F) ventana	(G) dormitorio	(H) apartamento	(I) hace sol	(J) bronceador
(K) nieve	(L) bufanda	(M) explorar la selva	(N) museo	(Ñ) sacar fotos
(O) barato	(P) caro	(Q) falda	(R) marrón	(S) viejo

- _____ 1. El señor con pelo blanco es más _____ que el niño pequeño.
- _____ 2. Durante el invierno _____.
- _____ 3. Las mujeres se ponen _____.
- _____ 4. Cuando _____ no voy a la escuela.
- _____ 5. _____ es lo opuesto de _____.
- _____ 6. Cada maestro tiene un _____ en su salón de clase.
- _____ 7. En el _____ hay muchas obras de arte.
- _____ 8. Muchos estudiantes de la universidad duermen en los _____.
- _____ 9. La _____ se usa solamente durante el invierno.
- _____ 10. Durante el verano _____.
- _____ 11. Durante el invierno hay mucha _____.
- _____ 12. El color de la tierra es _____.
- _____ 13. Cuando estas muy enfermo puedes ir al _____.
- _____ 14. Cuando vas de vacaciones a otros lugares puedes también _____.
- _____ 15. Cuando comes mucho, mucho, mucho; te puede doler el _____.
- _____ 16. El _____ de María estaba muy espacioso y bonito.
- _____ 17. Cuando el sol está muy intenso necesitas _____ para tu cuerpo.
- _____ 18. _____ es una actividad que se hace mucho en las montañas.
- _____ 19. La _____ está sucia.

I - C. Pronombres/ Adjetivos posesivos: Escribe la traducción en español.

I –

You (Singular) –

You (Plural) –

He -

She -

It -

We -

They -

Our-

Their-

His-

Her-

My-

Your (formal)-

Your (informal)-

Week #2

I – A. Selección Múltiple: Escoge la mejor respuesta.

_____ 1. La palabra para 'happy birthday' en español es:

- A. Edad de uno
- B. Feliz cumpleaños
- C. Fiesta feliz

_____ 2. Dos hermanos que nacen el mismo día y a la misma hora se le conocen como:

- A. Primos
- B. Vecinos
- C. Gemelos

_____ 3. Lo opuesto del color blanco es:

- A. Rojo
- B. Azul
- C. Negro

_____ 4. Una tienda donde venden zapatos se llama:

- A. Zapatería
- B. Almacén
- C. Bodega

_____ 5. Otra palabra para centro religioso o iglesia es:

- A. Catedral
- B. Parque
- C. Vecindario

_____ 6. Menciona la estación del año donde hace más frío:

- A. El verano
- B. La primavera
- C. El invierno

_____ 7. Menciona la estación del año donde hace más calor:

- D. El verano
- E. La primavera
- F. El invierno

_____ 8. Como se llama el lugar donde vas a bañarte:

- G. El baño
- H. La cocina
- I. El cuarto

_____ 9. Como se llama el lugar donde estacionas tu carro:

- J. El sótano
- K. El garaje
- L. El comedor

_____ 10. Como se dice 'I feel bad' en español:

- M. Me siento terrible
- N. Me siento bien
- O. Me siento mal

I - B. Traducciones: Traduce las siguientes oraciones del español al inglés.

_____ 1. Me llamo Maricarmen y estoy con mi familia en esta foto.

- A. My name is Maricarmen and I am with my family on this picture.
- B. They call me Maricarmen and I am with my family on this picture.

_____ 2. Tenemos una familia grande y pasamos mucho tiempo juntos.

- A. They have a big family and they pass a lot of time joint and together.
- B. We have a big family and we spend a lot of time together.

_____ 3. Necesito comprar ropa para la fiesta de la noche en el hotel.

- A. You need to buy clothes for tonight's party at the hotel.
- B. I need to buy clothes for tonight's party at the hotel.

_____ 4. Tu ropa esta muy bonita hoy. Me gusta mucho.

- A. Your clothes is very pretty today. I like it a lot.
- B. Your laundry is very pretty today. I like it really.

_____ 5. Quiero explorar las Islas Galápagos en Ecuador.

- A. You want to explore the equation of the Galapagos Islands.
- B. I want to explore the Galapagos Islands in Ecuador.

_____ 6. I would love to visit the beaches of Puerto Rico.

- A. Me gustara visitar las playas de Puerto Rico.
- B. Me gustaría visitar las playas de Puerto Rico.
- C. Me gusta visitar las playas de Puerto Rico.

_____ 7. Our school dorm is big enough to fit four students.

- A. Nuestro dormitorio escolar es lo suficientemente grande para acomodar cuatro estudiantes.
- B. Nuestra escuela duerme bastante grande para acomodar cuatro estudiantes.
- C. Nuestro dormitorio escolar es grande y acomoda cuatro estudiantes.

_____ 8. There are many patients in the hospital.

- A. Tienes que ser paciente en el hospital.
- B. Hay muchos pacientes en el hospital.
- C. Tienes que tener muchos pacientes en el hospital.

_____ 9. The car is always parked in the garage of the house.

- A. El coche siempre es estacionado dentro del garaje de la casa.
- B. El automóvil siempre se parquea en el garaje de la casa.
- C. El carro siempre está estacionado en el garaje de la casa.

_____ 10. The secret works whether you believe in it or not.

- A. El secreto trabaja creas en él o no.
- B. El secreto trabaja tiempo del creer en él o no.
- C. El secreto trabaja aunque no creas en el.

Week #3

I - A. Frases de Supervivencia: Escribe lo que cada frase significa en inglés.

¡Mira, Mira! -

¡Oye! -

¿Cómo te sientes? -

¡Ven acá! -

Tengo hambre -

Tengo sed -

Necesito ir al baño -

¿*Dónde* está el baño? -

Tengo dolor de cabeza -

¿Dónde está el banco? -

Necesito dinero -

¿Qué pasa? -

¡Por supuesto! -

¿Qué te pasa? -

¡Por supuesto que no! -

¿Tú eres loco? -

No me siento bien -

No me siento contento -

Tu cuarto está sucio -

Me siento mal -

Me siento con frío -

Me siento con fiebre -

¡Qué linda te ves! -

¡Qué guapo eres! -

¿Qué haces? -

¿Qué tiempo hace? -

¿Cuánto cuesta esto? -

Vamos a la fiesta -

¿Cómo te llamas? -

Me gusta -

No me gusta -

¿Qué te gusta? -

¿Qué te gusta hacer? -

¿Cuál es tu nombre? -

Yo me llamo -

Ven acá -

Aquí -

Allá -

Espera un momento -

¿Cuántos años tienes? -

¡Bendito! -

¿Qué hora es? -

I - B. Cognados: What is the main difference between a true and false cognate. Please explain your answer in your own words in English.

Spanish for Native Speakers I - Mr. Hernandez

Week #: 1

Estimated Time to Complete: 3 Hours

Instructions: Included with activities

Content Needed: Provided

1. Llena los blancos provistos abajo usando el banco de palabras.

Absorto	Cordillera	Amargado	Derriten
Envase	Atoró	Enchufar	Dolor
Malgastar	Ensayos	Habitat	Envuelve
Ponga en marcha	Físico	Nutrientes	Fracturó
Apaga	Grito	Alimentar	Muerte

1. Lo opuesto de la vida es la _____.
2. A veces los granjeros tienen que _____ a los animales.
3. Cuando el niño se cayó soltó un _____ enorme.
4. _____ la luz para que puedas economizar energía y ahorrar dinero.
5. Luis estaba _____ por que vio que todo era bueno.
6. En el centro de todo Puerto Rico hay una _____ muy linda y grande.
7. José está muy _____ por que no le gusta la escuela.
8. En el proceso de reciclaje los plásticos se _____.
9. El _____ es algo que a nadie le gusta.
10. Los autos de hoy se podrán _____ de los enchufes y cargarse eléctricamente.
11. Cuando él trataba de subir la montaña se _____ en las rocas.
12. Las madres hispanas les gusta guardar el arroz en un _____ tapado.
13. Durante las Navidades la mayoría de la gente _____ regalos.
14. El _____ es una zona en la que vive un animal o vegetal.
15. En la clase de español hemos aprendido a escribir _____.
16. Para conversar el ambiente no podemos _____ el agua.
17. José Luis se _____ el brazo cuando se cayó en el parque.
18. Las comidas buenas y saludables son las que tienen muchos _____.
19. La apariencia _____ de una persona no refleja su belleza interior.
20. Antes de que el tren se _____ tiene que esperar que la gente se monte.

II. Pareo: Parea las palabras enumeradas con la columna de letras.

- | | |
|-------------------------|-----------------------------------|
| ___ 1. Privilegiado – | A. Otra vez (Again) |
| ___ 2. Vigilar – | B. Bochinchar (to mumble) |
| ___ 3. Superar – | C. Sin respiración (to drawn) |
| ___ 4. Rotar – | D. Vacilación (to hesitate) |
| ___ 5. Recargable – | E. Quejarse (to grumble) |
| ___ 6. Otorgar – | F. Negar (to reject) |
| ___ 7. Acomodarse – | G. Intentar (try) |
| ___ 8. Avanzar – | H. firme (firm) |
| ___ 9. Calma – | I. Nausea (dizziness) |
| ___ 10. Cargar – | J. Sensación de enfermedad (sick) |
| ___ 11. Cintura – | K. Que no sirve de nada (useless) |
| ___ 12. Desplomarse – | L. Quedarse sin fuerza (to faint) |
| ___ 13. Despreocupado – | M. Por dónde se entra (entrante) |
| ___ 14. Ensuciarse – | N. Mancharse (to get dirty) |
| ___ 15. Enterarse de – | O. Caerse (to fall really hard) |
| ___ 16. Entrada – | P. Llevar (to carry) |
| ___ 17. Estar al día – | Q. Ir hacia adelante (to advance) |
| ___ 18. Flaquear – | R. Dar (to give) |
| ___ 19. Inquieto – | S. Alternar (to rotate) |
| ___ 20. Inútil – | T. Supervisar (to supervise) |
| ___ 21. Invadir – | U. Favorecido (privileged) |
| ___ 22. Malestar – | V. Sobrepasar (to surpass) |
| ___ 23. Mancharse – | W. Que se puede volver a cargar |

___ 24. Mareo –	X. Ponerse comodo (comfortable)
___ 25. Molesto –	Y. Tranquilidad (calm)
___ 26. Rotundo –	Z. Parte central del cuerpo (waist)
___ 27. Tinta –	AA. Sin tensión (not worried)
___ 28. Tratar –	BB.Saber que ha pasado (to find out)
___ 29. Voz –	CC. Estar informado (to be updated)
___ 30. Rechazar –	DD. No deja de moverse (restless)
___ 31. Relacionarse con –	EE. Ocupar lugar a la fuerza (invade)
___ 32. Rezongar –	FF. Ensuciarse (to stain yourself up)
___ 33. Sedentario –	GG. Enfadado/Enojado (angry)
___ 34. Titubeo –	HH. Líquido de color (ink)
___ 35. Valorar –	II. Sonido al hablar (voice)
___ 36. Ahogar –	JJ. Tratarse con/to be in contact with
___ 37. Trajín -	KK. Tranquilo (sedentary)
___ 38. Murmurar –	LL. Darle valor a algo (to value)
___ 39. Estallar –	MM. Alboroto (bustle)
___ 40. De Nuevo -	NN. Explotar (to burst)

Spanish for Native Speakers I

Week #: 2

Estimated Time to Complete: 3 Hours

Instructions: Included with activities

Content Needed: Provided

III - A. Traducción: Traduce el siguiente párrafo del español al inglés.

A. Todas las mañanas compró el periódico y lo leo en mi sillón favorito. Inmediatamente me mancho los dedos con tinta. No me importa ensuciarme los dedos porque disfruto mucho leer el periódico. Me gusta estar al día de las noticias y lo que pasa en el mundo. Siempre guardo mi dinero para pagar el costo del periódico diariamente. Puedo decir que tengo una obsesión con el periódico.

B. Hace ya años que se utiliza, en países como India, un modelo de automóvil que no se alimenta de combustible sino por baterías eléctricas. También han llegado al mundo hispano, como indica este anuncio argentino: Olvídense del combustible. Ya no tendrá que parar más en las estaciones de gasolina. Solamente enchufe su carro electrónico y deje que se cargue. Luego estará listo para que los disfrute. Este tipo de vehículo es mucho mejor para el medio ambiente.

V. Escritura: Escribe un párrafo de 5 oraciones en español describiéndote a ti mismo a un grupo de personas.

Spanish for Native Speakers I

Week #: 3

Estimated Time to Complete: 3 Hours

Instructions: Included with activities

Content Needed: Provided

VII. Traducción: Traduce o escribe las siguientes frases en español al inglés.

Yo no puedo más –

La gente ya llegó -

Manos arriba –

Todos de pie –

El dinero no importa en el corazón –

No digas más –

No te preocupes –

Tengo el control -

Abundancia –

Mira, y que es eso –

Apaga la computadora –

Inventa un proyecto que beneficie el medio ambiente –

La ciencia usa los sentidos –

La fantasía usa la imaginación –

El periódico contiene las noticias de lo que pasa en el mundo –

No contamines el aire –

Recicla las botellas y las latas –

No te manches los dedos con la tinta del periódico –

Si no cuidas el medio ambiente te destruirás a tí mismo -

VII. Traduce el siguiente poema de la bandera puertorriqueña al inglés.

La Bandera Más Hermosa



Esa bandera tan querida,

vuela en todos lugares,

es mi bandera rriqueña,

que brilla en los hogares.

Mi bandera tiene rayitas,

tres colores y dos blancas,

una estrella bien sencilla,

y la quiero con el alma.

Qué bonita bandera,

vuela en mi Puerto Rico,

bien distinguida en El Morro,

y en los pueblitos chiquitos.

Vuela mi bandera en Vieques,

aunque la quieran tumbar,

aquellos que bombardean,

pedacito de mi hogar.

Mi bandera siempre volará bien alto!

Por Carmen P. Santos de Curran

High School Physical Education

****If there are any questions please feel to contact us at any time through email as first steps and any further communication can be coordinated through the resource google hangout or over the phone.**

Ms. Winans - rwinans@southbridgepublic.org Winans Google Phone - (401) 307-3490

Mr. Presutti - spresutti@southbridgepublic.org

Estimated Time

- 30 minutes each day for 5 days (week #4 & 5)
- 60 minutes each day for 5 days (week#6)

Instruction:

During this time of social distancing and recommended stay-at-home orders our screen time has gone up dramatically. Whether it's binge watching a new series on netflix, watching movies we haven't seen yet, or watching those good morning cartoons again. The weather hasn't helped very much either with all these rainy days. However this has caused us to spend much of our time sitting on the couch and overeating our favorite snacks. The following assignment is to help us stay active while still enjoying our new or favorite netflix series.

Don't forget to invite your family or whoever else is with you during this time to join in! This activity is something that you don't have to do alone!

Week # 4 & 5 - for the first 5 days the exercises are given to you on the "Get of my Couch Worksheet". Use the First table to complete the week's assignment.

Week # 6 - Now that you made it through that first week and understand how it works, Time to get creative. During this week we want you to now perform the workout through a 60 minute show and this time you can pick which exercises you choose to perform. Here are the following things you need to be creating and filling out during Week #6:

- Work Out Table - just like week # 5, recording your reps and what exercises you performed
- Exercise Type - Next to each commercial number identify the exercise you will be performing. (refer to individual exercises from previous packet for exercise ideas)

Content Needed:

- Get off the Couch Worksheet

****If there are any questions please feel to contact us at any time through email as first steps and any further communication can be coordinated through the resource google hangout or over the phone.**

Ms. Winans - rwinans@southbridgepublic.org Winans Google Phone - (401) 307-3490

Mr. Presutti - spresutti@southbridgepublic.org

Get off the Couch!

- **Did you know?** Kids and teens ages 8-18 spend an average of 4 hours a day in front of some type of screen media (T.V., DVDs, Computer, etc.) Not counting school work.
- The more T.V. you watch the more likely you are to snack. The average person consumes almost **200 extra calories** for every hour of T.V. watched!
- Advertisers use kid/teen programming to promote fast food restaurants and many other extremely unhealthy foods. (Which makes you more likely to want them)
- Too much television takes away from **valuable physical activity time**, which over time will get you into a lazy routine and you will never want to workout!

On average how much television do you watch per day? _____(Be honest)

Why do you think a lot of teenagers spend so much time watching television or in front of the computer, or on cell phones ? Explain your answer. (3 sentences minimum).

Here is an idea to get both, T.V. and Exercise – The Couch Potato Workout Here is what you do:

1. Choose a show (30 minute show)
2. Watch it
3. During each commercial break do an exercise (there will be at least 3)

****Netflix - as most of you are aware netflix does not have commercial breaks, so how are you supposed to complete the assignment?**

- 30 minute and 60 minute shows - pause every 10 minutes and perform 2 exercises each for 1 minute time. (perform exercises in order so you're performing each exercise)

Here is your workout: DO as many reps as you can during the commercials for each exercise

Commercial #1 – Incline Push Ups (*feet on the couch, hands on the floor*)

Commercial #2 – Squats

Commercial #3 – Decline Push Ups (*hands on the couch, feet on the floor*)

Commercial #4 – Jumping Jacks

Commercial #5 – Sit ups (*Chest touches your knees*)

Commercial #6 – Chair Dips (*hands on the edge, dip down until you but almost touches the floor and back up*)

Repeat DO this work out 1 time each day of the week (5 different days) – Check off each day and write in your reps (remember REPS is the amount of times you perform the exercise)

WEEK # 4

Exercise	Day 1	Day 2	Day 3	Day 4	Day 5
Incline Push Up					
Squats					
Decline Push Up					
Jumping Jacks					
Sit Ups					
Chair Dips					

WEEK # 5

Exercise	Day 1	Day 2	Day 3	Day 4	Day 5
Incline Push Up					
Squats					
Decline Push Up					
Jumping Jacks					
Sit Ups					
Chair Dips					

WEEK # 6

Exercise	Day 1	Day 2	Day 3	Day 4	Day 5

- Commercial # 1 Exercise -
- Commercial # 2 Exercise -
- Commercial # 3 Exercise -
- Commercial # 4 Exercise -
- Commercial # 5 Exercise -
- Commercial # 6 Exercise -

Art I

Week #: 1 - 2

Estimated Time to Complete: 4 and one half hour

Instructions:

Using your experience drawing a “one-point perspective Room” create a drawing of a room in your house. Remember to use a vanishing point and to create a wall where that point is centered. Include at least 3 pieces of furniture, a window and a door that leads to another space. You can include more if you are so inclined. Drawing will be completed in color.

Content Needed:

Remember to begin with one vanishing point. Your room will have three walls, a ceiling and floor. You will need to include at least 3 pieces of furniture, a window, and a door to another space.

The drawing should take half your time and the use of color to further bring your drawing to life should also reflect half of the time used to create it!

Please email me with any questions and if you just want to share. You can email a photo of your work and/or post your drawings to the classroom.

Week #: 2 - 3

Estimated Time to Complete: 4 and one half hour

Instructions:

Using your experience drawing a still-life composition. Remember the practice drawings you created of shells, vases, and flowers where you learned to simplify shapes in complex objects to draw objects in proportion to create the sense of 3D form. You will use those lessons to create a still-life drawing that shows what you have for breakfast. Use your experience with ellipses to draw cereal bowls, plates, and glasses . Draw your objects on a table and see if you can make them seem three dimensional like we did with vases and flowers and shells.

Content Needed:

You will need to include a bowl with cereal, a spoon, a glass with liquid content (juice, milk) a napkin and all this on a table. You may include many more things in your drawing as well. Can you see out a window? Is there anything else that would make sense for your drawing to show what your breakfast experience is like? The drawing should take half your time and the use of color to further bring your drawing to life should also reflect half of the time used to create it!

Please email me with any questions and if you just want to share. You can email a photo of your work and/or post your drawings to the classroom.

My email address is ddubois@southbridgepublic.org .

Have fun, be creative, and be kind to yourself and others. I look forward to seeing your work!!

Best to you,

Mr. DuBois

High School - Programming

Assignment 1 - Review Questions for Rainbow Lines Project (you have already created)

If you have Internet access, you may reference <http://www.nostarch.com/scratchplayground/>

1.	What happens when a sprite moves after it has run the pen down block?	
2.	Some code moves a sprite, but no line is drawn behind it. What might cause this bug?	
3.	Which block causes the lines in the Rainbow Lines program to look like a rainbow?	
4.	Which code block do you use to make the rainbow lines thicker?	
5.	How do you turn on Turbo Mode? How do you turn it off?	
6.	How do you duplicate a sprite and its code blocks?	
7.	Where does a sprite point when its direction is 90 degrees?	
8.	What is the degree direction for pointing up?	
9.	You want a sprite to point down and move in that direction. In which color of blocks category would you find code blocks to do this?	
10.	How do you select a new backdrop from Scratch's Backdrop Library?	
11.	You see a sprite named Sprite1 in the Sprite List. How do you rename this sprite?	

Assignment 2 - Review Questions for Asteroid Breaker Project (you have already created)

If you have Internet access, you may reference <http://www.nostarch.com/scratchplayground/>

1.	How does the wrap-around code work?	
2.	Why does the Energy Blast sprite have an I am a clone variable?	
3.	What prevents the Asteroid clone from breaking into exponentially more pieces forever?	
4.	How does the Explosion sprite's code make it look like the spaceship explodes?	

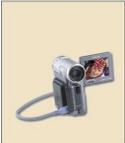
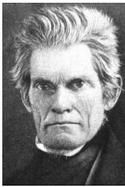
Assignment 3 - Review Questions for Snake Project (you have already created)

If you have Internet access, you may reference <http://www.nostarch.com/scratchplayground/>

1.	What is the difference between when key pressed blocks and if key pressed? then blocks? What does the go to x: pick random -220 to 220 y: pick random -160 to 160 block do?	
2.	What is the difference between the glide block and the go to block?	
3.	Why do you need to draw the snake head facing to the right?	
4.	Why does the costume center of the Head sprite need to be set at the center?	

Assignment 3 - Please circle the correct answer at right.

- | | | | | | |
|----|---|--|-----|--|--|
| 1. |  | a. Kodak Instamatic
b. Digital Point/Shoot Compact
c. Polaroid
d. Pinhole | 2. |  | a. Switch Box
b. Answering Machine
c. Wireless Router
d. External Modem |
| 3. |  | a. USB Flash Drive
b. Card Reader
c. Network Cable
d. Zip Disk | 4. |  | a. Card Reader
b. Answering Machine
c. Wireless Router
d. External Modem |
| 5. |  | a. Xerox Machine
b. Flatbed Scanner
c. Handheld Scanner
d. External Modem | 6. |  | a. Pen Stylus
b. Microphone
c. Quill Pen
d. Made Up Piece Of Plastic |
| 7. |  | a. Tower
b. Modem
c. iPod
d. None Of The Above | 8. |  | a. Television
b. DVD Player
c. Monitor
d. GPS Screen |
| 9. |  | a. Speakers
b. Answering Machine
c. Wireless Router
d. External Modem | 10. |  | a. Laser Printer
b. Dot Matrix Printer
c. Inkjet Printer
d. 1971 Ford Pinto Muffler |

11.  a. Digital Camera
b. Digital Video Recorder
c. Analog Video Camera
d. DSLR Camera
12.  a. Blackberry
b. iPhone
c. iPod
d. None Of The Above
13.  a. Projector
b. Muffler
c. LED Flashlight
d. Answering Machine
14.  a. Switch Box
b. Answering Machine
c. Wireless Router
d. External Modem
15.  a. TV Remote Control
b. Clapper
c. Wireless Presentation Remote
d. None Of The Above
16.  a. Digital P & S Camera
b. Digital SLR Camera
c. Digital Video Camera
d. Polaroid Camera
17.  a. Electricity
b. Snow
c. Evil Kitty
d. People Having Dinner North Of Route 2
18.  a. Ball Mouse
b. Optical Mouse
c. Pen Stylus
d. None Of The Above
19.  a. Delaware
b. Camden, New Jersey
c. Lancaster
d. The Great State Of Virginia
20.  a. Old North Church Bell - Boston
b. Bulfinch Church Bell - Lancaster
c. Liberty Bell - Philadelphia
d. Taco Bell - Clinton
21.  a. Digital PDP-8 Cugir System
b. Bill Gates Grandfather With The First PC
c. A Nuclear Submarine
d. What People In 1954 Thought A Home Computer Would Be
22.  This Happy Looking Gentleman Is An Ancestor Of:
a. Donald Trump
b. Erasmus T. Southbridge
c. Mr. Calhoun
d. Archduke Franz Ferdinand

Theater

Week # 1

Estimated Time to Complete: 3 hours

A Walk in A New World

Instructions:

1. Get outside and take a walk around your neighborhood (wear a mask).
2. Now, imagine you're an alien from another planet, and this is your first time seeing the world around you.
3. What do you see? What do you hear? What do you smell?
4. Find something especially interesting, and send a video back home to the mothership describing your awe, wonder, confusion, interest.
5. Consider: How can you describe something you normally see in a new and special (perhaps funny, or serious/concerned, or intriguing) way?

Practice:

If you were an alien from another planet, what would your thoughts be about the following:

1. Street signs-
2. Cars-
3. Sirens-
4. The smell of Burrito Hut wafting through the air-

Assignment help:

- If you aren't too keen on going for a walk, then perhaps hang out on your front porch or on the sidewalk in front of your home for a bit. Whatever you choose to do, just make sure you give yourself plenty of time and stay safe! Also, fresh air is good for the soul. Just saying.
- Your video to the Mothership (me- I'm your Mothership ha ha ha) should be at least a minute long (think TikTok). Your video should be a monologue of you telling me all about this weird/interesting thing you observed. If you can't record a video, then write a monologue expressing your observations and character's feelings (remember, you're an alien).
- Being cooped up inside my apartment for all of these weeks has made me appreciate all of the things I used to take for granted. Mostly that's because I'm a workaholic and I would often leave the school very late. But that was always my choice. In this crazy time we're living, I have been forced to take a step back and look at my world around me with fresh eyes. I hope you will do the same with this assignment.

Theater

Week # 2

Estimated Time to Complete: 3 hours

Scene Spurs!: Reflection on an Abandoned House

Instructions: Use the photograph and your imagination to answer the following warm-up questions:

1. Where is this house?
2. What did it look like in its glory days?
3. Was the house destroyed gradually or because of a tragic event (like a fire)?
4. What family used to live in the house? What were they like? What did they do?
5. What secret did the family keep?
6. Is the house haunted? Did someone die in the house?
7. What happens to people who go into the house?
8. Who took the picture and why?



Instructions: Automatic Writing- Set a timer for three minutes and write about the above photograph for the full length of that time without stopping. To help you get your ideas out, really study the photo. What emotions come to mind when you look at the house? Does it remind you of anything you've seen? How would you feel if your house decayed like this? Remember, write for the whole three minutes! You can go beyond if you wish.

Instructions: Monologue Prompts- Choose two of the prompts below and create. Each monologue should be 8-10 lines long.

- A) Write a monologue from the perspective of a ghost who lives in the house. Give them an emotional state. Are they happy the house is abandoned and they're left alone? Are they sad because they remember what the house used to be like?
- B) Write a monologue from the perspective of the house. Have the house re-live its best day, *or* worst day.
- C) Have the house re-live its worst day. If the house was destroyed by a fire, what was it like for the house to experience that and know it couldn't be saved?
- D) Write a monologue from the perspective of the photographer. Why did they take this picture? Give them an emotional state.

Instructions: Scene Prompts- Choose one of the prompts below and create a scene. The scene should be a minimum of ten lines of dialogue. You may use the template below the prompts to help you. Note- this activity builds off of weeks 1 and 2.

- A) Write a scene where two teenagers are working up the courage to go into the house because they've been dared. Give the characters opposing levels of fear about the house.

B) Write a scene that explores the family who used to live there. What secret was the family keeping?

Title of Scene

Setting description tells the readers who, what, where and when.

CHARACTER A: *(stage direction)* What the character says.

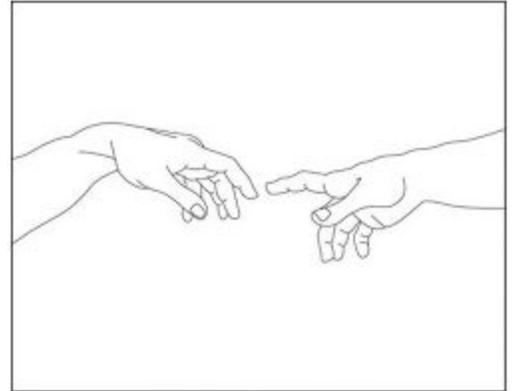
CHARACTER B: *(stage direction)* What the character says.

Week # 3

Estimated Time to Complete: 3 hours

Making Connections

Instructions: Connecting can be hard for people, and it can be an especially lonely time right now for so many. But there are still ways we can reach out and make meaningful connections with others, boosting their spirits (and our own).



This assignment is twofold:

1. Write an email, letter, or make a phone call to THREE (3) people who come up in your heart -
 - human beings who may be surprised or happy to hear from you
 - maybe someone you don't always get to connect with
 - or perhaps that person you always think "I should write to and/or call them" but then you don't
2. After you send your letters/emails or finish your phone calls, write a reflection about WHO you wrote/spoke to and HOW this assignment felt and went for you!
3. Use the space below to jot down your thoughts and feelings after each connection.

Feels amazing connecting with people, playing on a console and have a good time over the phone. Even tho it's hard to find available time to communicate with people. But making sure everyone is okay and mentally doing well!!! Have to make sure the homies are doing well.

Band

Assignment 1

Tic-Tac-Toe: Complete any 3 activities to fill in a row!

***If you do not have your instrument, complete the row in gray*

<p>Movie/Video Game Music Reflection: How is music used throughout the game or film?</p>	<p>Create a Playlist: Using 20 songs, create a playlist of music that makes you feel good</p>	<p>Practice for 60 Minutes: (This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>
<p>Practice for 60 Minutes: (This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>	<p>Student Choice: Complete any activity on the board!</p>	<p>Invent an Instrument: Using things you have at home, invent an instrument!</p>
<p>Learn a new song: Learn how to play something new on your instrument. This could be your favorite song, a theme from a movie or TV show, or a jingle from a commercial</p>	<p>Practice for 60 Minutes: (This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>	<p>Program a Concert: If you could replay any 3-5 songs that you have performed in band in the past, which would you choose to perform on a concert again and why?</p>

Create a Playlist- List your 20-song playlist here.

- | | | |
|---|----|----|
| 1 | 8 | 15 |
| 2 | 9 | 16 |
| 3 | 10 | 17 |
| 4 | 11 | 18 |
| 5 | 12 | 19 |
| 6 | 13 | 20 |
| 7 | 14 | |

Concert Program- Think back to all of the pieces you have performed throughout your time in the Southbridge Band program. If you could play any 3-5 of those pieces again, what would they be. Why did you choose these pieces?

Assignment 1 Continued

Movie/ Video Game Reflection-

What Film or Video Game are you writing about? _____

Complete the chart below. In the left column, describe 3 scenes from the film or game. What is happening in the scene? Is there fighting, talking, etc? Then, in the right column, describe the music you hear during that scene. What instruments can you hear? Is it high/low, soft/loud? What emotion is the music conveying?

Describe the Scene	Describe the Music

Overall Reflection: Do you think the music in general matched the emotion of the scenes you wrote about? Did you notice any melodies or themes that were played more than once? Was there a pattern to when you heard it? (For example, Darth Vader's theme in Star Wars that plays whenever he is on screen) How do you think music affects how we experience films and video games? (Think about how the scenes above would be different if there was no music)

Band Assignment 2

Tic-Tac-Toe: Complete any 3 activities to fill in a row!

***If you do not have your instrument, complete the row in gray*

<p>Create a Playlist: Using 5-10 songs, create a playlist that describes one of your favorite teachers and explain how those songs describe that teacher.</p>	<p>Learn a new song: Learn how to play something new on your instrument. This could be your favorite song, a theme from a movie or TV show, or a jingle from a commercial</p>	<p>Practice for 60 Minutes: (This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>
<p>Practice for 60 Minutes: (This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>	<p>Student Choice: Complete any activity on the board!</p>	<p>Teach: Teach someone you know how to read music and/or how to play at least 3 notes on your instrument</p>
<p>Interpret the Music: On the back of this page, write a story or draw a picture that would go along with one of the pieces we learned this year</p>	<p>Practice for 60 Minutes: (This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>	<p>Program a Concert: If you could perform any 3-5 songs with the band class on a concert, what would they be and why?</p>

Create a Playlist- List the songs you chose to describe that teacher. Why did you choose these songs? _____

Assignment 2 Continued

Concert Program- List what pieces/songs you would perform at your perfect concert and explain why you chose them.

Interpret the Music- Using the space below either write a story or draw a picture that either represents or depicts one of the pieces we would have performed on the Spring Concert (you may choose any piece except the movie themes).

Band Assignment 3

Tic-Tac-Toe: Complete any 3 activities to fill in a row!

***If you do not have your instrument, complete the row in gray*

<p>Music Interview: Interview someone you know about their musical tastes and experiences. Compare their answers with your own!</p>	<p>Practice for 60 Minutes: (This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>	<p>Write a Song or Rap: Step 1: Write lyrics on the back of this paper Step 2: create a song or rap using those lyrics</p>
<p>Learn a new song: Learn how to play something new on your instrument. This could be your favorite song, a theme from a movie or TV show, or a jingle from a commercial</p>	<p>Student Choice: Complete any activity on the board!</p>	<p>Practice for 60 Minutes: (This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>
<p>Practice for 60 Minutes: (This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>	<p>Living Room Concert: Perform a concert for the people you live with. You could play songs we worked on in class, or something new</p>	<p>Best/Worst: On the back of this paper, name your favorite and least favorite pieces you have ever performed in band. Explain why you chose these.</p>

Chorus & Intro to Music

Weeks # 1-3 Assignment

Estimated Time to Complete: 3 hours

Instructions: Pick and answer **one question per week**. Be creative! You may pick any question, in ANY order. Respond on the lines provided.

1. Create your own choir/ music meme.
2. Find an example of a TV show which uses vocal music performance as a part of one episode
3. Create a new chorus t-shirt design for the 2020/2021 school year.
4. Outline how many ways music occurs in the average day of your life, in your daily routine
5. Create a rhythm using any of the following notes/rest; quarter notes/rests ,half notes/rests , whole notes/rests. Write it out
6. Find an example of a commercial which uses instrumental (piano or guitar) music performance as its background to the commercial.
7. Create a playlist of at least 5 choir songs our choir could sing. Remember it must have a choral version.
8. Compose a song lyric about living during 2020.
9. Write a short song.

Week 1

Week 2

Week 3
