

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 | 12 |
| Social Studies | 22 |
| Science | 30 |
| Electives - Complete work for only those electives you are currently enrolled in | |
| ESL (English as a Second Language) | 38 |
| Read 180 | 41 |
| PE | 43 |
| Art | 46 |
| Technology | 47 |
| Band | 48 |
| Chorus | 53 |

English Grade 6 Hanlan/Teczar

Week # 1 --Estimated Time to Complete = 3 hours

Instructions: Please read the following passage and answer the questions that follow.

Informational Focus: When Disasters Happen

During the 1930s, our nation went through a hard time economically known as the Great Depression. At the same time that this was going on across our country, many states in the Great Plains region of our country were going through another crisis. There had been no rain for months, which dragged on into years, the weather was hot, the soil was loose since no crops were growing, and the winds were howling. This region became known as the Dust Bowl, so named for the massive dust storms that blew across the land on an almost daily basis. One of the states that was hit the hardest during this time was Oklahoma. The citizens of Oklahoma actually became known as “Okies” during this time.

While many people in this state and the region abandoned their farms and way of life for the dreams of the West, just as many stayed and persevered through these tough times and became even stronger because of it. One citizen that lived in Oklahoma at this time recalled their farm fences buried, four years of no wheat growth, roads becoming impassable due to dust drifting, and not one day going by where dust didn't cover things inside the house. Many of the homes were made of logs or wood, and no matter what people did, the dust would creep in around the cracks and get into everything. Another resident mentioned that drinking milk became chewing milk because of all the dust in it. The survivors of the Dust Bowl days banded together, helped each other out as much as they could, and developed a strong spirit of survival. Many of them look back on those days as a time that taught them valuable lessons of life – how to look at the bright side, how to persevere with the strength of the family, and to never give up your dreams.

In 2013, Oklahoma knew another type of disaster. This time, it came in the form of a deadly tornado that reached epic size on the Fujita scale used to measure tornados. Oklahoma City is one of the most populated regions of the state, and although they have had tornadoes before, it had been a long time since one like this had come unannounced. Because Oklahoma is in the Plains, they do get tornadoes often. However, tornadoes usually don't form so close to major populated areas like this one did. The destruction from this tornado reached into the billions of dollars and the city was declared an emergency zone by the government.

The destruction from this tornado reached into the billions of dollars and the city was declared an emergency zone by the government.

After this disaster happened, the nation came together to raise money for the victims of the deadly tornado. Benefit concerts were held, the Red Cross took donations to help people, and the US Government went to the site to provide Federal Emergency funds to assist the people, many of whom lost everything.

Although time has changed the way disasters may look to Oklahoma, the spirit of the people remains unbroken. There are many different ways to help, these days, that were not available to the victims of the Dust Bowl disaster. Perhaps if help had indeed been available, their lives would have been different. However, no matter what happened in the past or will happen in the future, the citizens of Oklahoma surely have a strong-willed enduring spirit that cannot be denied.

| | |
|--|--|
| | |
|--|--|

Write a C-EER-EER-C using the claim below:

Claim: There were many similarities and differences between the 1930's Dust Bowl disaster to the 2013 tornado disaster in Oklahoma.

Evidence (similarities): In the text it states, “

Evidence (similarities) In the text it also states, “

Reasoning: These quotes show

Evidence (differences): In the text it states, “

Evidence (differences) In the text it also states, “

Reasoning: These quotes show

Conclusion: In conclusion, there were many similarities and differences between the 1930's Dust Bowl disaster to the 2013 tornado disaster in Oklahoma.

English Grade 6 Hanlan/Teczar

Week # 2 --Estimated Time to Complete = 3 hours

Instructions: Please read the following passage and answer the questions that follow.

Language Focus: Using Context Clues to Define Vocabulary

Often readers come across difficult vocabulary within a novel. If the reader is not sitting by a dictionary or computer, these words can be enough to cause confusion and hinder understanding. Therefore, knowing how to use other words or phrases within the sentence as clues is a great strategy. The words or phrases that provide support are otherwise known as context clues.

While it's always a good idea to go back later to double check the meaning of the tricky vocabulary word, using context clues can help keep the flow of reading uninterrupted. Learning how to use these clues does take practice, though.

For example, in looking at the piece of text below containing the vocabulary word ancient, we can use terms like "old," "bones," and "rotting" to determine that ancient most likely means extremely old or from long ago. These context clues will give us enough insight into the meaning of the word to continue reading. Then, if we go back later to look up the actual definition of the term "ancient," we will see it indeed does mean extremely old.

“And Ma, with only Great-uncle Floyd,
old as ancient Indian bones,
and mean as a rattler,
rotting away in that room down in Dallas.”

Directions: Use the context clues to create your own definition of the word in bold. Then, underline which parts of the sentences helped you determine the meaning of the bolded vocabulary words. Finally, use a dictionary, phone, an adult, or a computer to check your definition against the actual definition of the word.

| | |
|---|---|
| 1. As summer wheat came ripe, so did I, born at home, on the kitchen floor. Ma crouched , barefoot, bare bottomed over the swept boards, because that's where Daddy said it'd be best. | Your Definition Using Context Clues crouched: |
| Dictionary Definition: | |

| | |
|---|--|
| <p>2. Mr. Noble and Mr. Romney have a bet going as to who can kill the most rabbits....</p> <p>Mr. Noble got himself worked up about the damage done to his crop by jacks....</p> <p>They pledged revenge on the rabbit population; wagering who could kill more.</p> | <p>Your Definition Using Context Clues</p> <p>a. pledged:</p> <p>b. wagering:</p> |
|---|--|

| | |
|---|--|
| <p>Dictionary Definition:</p> <p>a. Pledged:</p> <p>b. Wagering:</p> | |
|---|--|

| | |
|---|---|
| <p>3. Those men, they used to be best friends. Now they can't be civil with each other. They scowl as they pass on the street.</p> | <p>Your Definition Using Context Clues</p> <p>civil:</p> |
|---|---|

| | |
|-------------------------------|--|
| <p>Dictionary Definition:</p> | |
|-------------------------------|--|

| | |
|--|---|
| <p>4. It's the best I've ever felt, playing hot piano, sizzling with Mad Dog, swinging with the Black Mesa Boys, or on my own, crazy, pestering the keys.</p> | <p>Your Definition Using Context Clues</p> <p>pestering:</p> |
|--|---|

Dictionary Definition:

5. Daddy is thinking of taking a loan from Mr. Roosevelt and his men, to get some new wheat planted where the winter crop has **spindled** out and died.

Your Definition Using Context Clues

spindled:

Dictionary Definition:

6. Daddy looks like a fight brewing. He takes that red face of his out to the barn, to keep from **feuding** with my pregnant ma.

Your Definition Using Context Clues

feuding:

Dictionary Definition:

7. It wasn't until the dust turned toward the house like a fired locomotive, and I fled, barefoot and breathless, back inside, it wasn't until the dust hissed against the windows, until it **ratcheted** the roof, that Daddy woke.

Your Definition Using Context Clues

ratcheted:

Dictionary Definition:

8. One quarter of the wheat is lost: blown away or **withered** up. What remains is little more than a wisp of what it should be.

Your Definition Using Context Clues

withered:

Dictionary Definition:

Instructions: Please read the following passage and answer the questions that follow.

Informational Focus: The Exodus

An **exodus** is defined as a mass departure of people. During the Dust Bowl years in the Great Plains, one of the largest exoduses of people took place as farmers and settlers in the Plains took to the roads and headed west. In 1935, after four years of drought, 500,000 people were forced to leave their homes to seek other work as their farms and homes were destroyed. One storm alone caused 350 houses to be destroyed. The promise of new jobs and work out west in California drew families to pack up the few belongings they had left, pile into their tired, dirty cars, and make the trek to promises unknown.

This exodus was the largest migration in American history within a short period of time. By 1940, 2.5 million people had moved out of the plains states and of those, 200,000 had moved to California. The people who moved were called **migrants**. Although some migrants made it to California, many did not. Some moved as close as the nearest town or county and would just abandon their homes to the dust.

At the end of the Dust Bowl and Great Depression era, government workers took a look at the populations of California and the Plains to study what happened during this time of movement. Only 43% of southwesterners had been doing farm work before they migrated. One third of all the migrants were professional workers who did not tie their income into farming. When the Depression began in our nation, many teachers, lawyers, small business owners, and factory workers lost their jobs. They moved west to California after failing in the Plains and being hit by the Dust Bowl. When the Great Depression ended, some moved back to their home states, but many remained where they had begun their new lives. In fact, one-eighth of California's population is of Plains heritage.

Directions: Using information from the article, answer the following questions in complete sentences. Be sure to **Turn The Question Around** and then complete your response.

1. Why is the movement of people from the Dust Bowl to California called an **exodus**?

2. Explain the meaning of the word "**migrant**."

3. Why did the settlers in the Dust Bowl feel the need to move west?

4. Write a C-ER-ER-C: Use the claim below, include two pieces of text evidence (quotes) with reasoning, and end with a conclusion.

Prompt: If you had lived in the Dust Bowl during this time and lost your job and your home, would you try to stay or would you leave for the promise of the West?

Claim: If I lived during the time of the Dust Bowl I would have



5. Above are photographs of a South Dakota farm during the Dust Bowl. In a narrative, which is a story, write about how you would feel if this were your farm and you were forced to leave your home. Use information from any of the Dust Bowl articles to enhance your story. Your response must be a minimum of 8 sentences.

6th Grade Mathematics

Week #: 1

Estimated Time to Complete: 3 Hours

Instructions: Please complete the following worksheets to the best of your ability. Notes are provided to help

Vocabulary Terms:

Coefficient the constant the variable is multiplied by. When a variable is by itself then the coefficient is 1.

$3x$ the number 3 is the coefficient $16x + 7x$ both 16 and 7 are coefficients
 $x + 3$ the number 1 is the coefficient It does not always have to be x

Solution to an equation a number that can be used in place of the variable to make the equation true.

$3 + x = 7$ in this case $x = 4$ is the solution to the equation
 $6m = 72$ in this case $m = 12$ is the solution to the equation

Variable a letter that is used in an equation

$x + 3$ in this case x is the variable $k - 12$ in this case 12 is the variable

Equation a mathematical statement with an equal (=) sign

$x + 19 = 23$ $w - 13 = 8$ $\frac{1}{2}x = 24$ $9 = 3k$

Expression a math statement with at least two numbers and one math operation.

$q + 4$ $3x$ $m - 7$ $7 - a$

Equivalent Expression are always equal to each other. If the expressions have variables, they are equal.

$3x + 4x$ and $5x + 2x$ are equivalent, no matter what the value for x is.

Examples:

Writing an expression:

Instructions for a craft project say that the length of a piece of red ribbon should be **7 inches less than** the length of a piece of blue ribbon. How long is the red ribbon if the length of the blue ribbon is:

| | | | |
|----------------|----------------------------|-----------------------------|-------------|
| Inches of blue | 12 inches? | 31 inches? | x inches? |
| Length of Red | $12 - 7 = 5$ inches of red | $31 - 7 = 24$ inches of red | $x - 7$ |

Tyler has **4 times as many** books as Mai. How many books does Mai have if Tyler has?

| | | | |
|----------------------|--------------------------|---------------------------|---------------------------|
| # of Books Tyler has | 11 books? | 25 books? | x books? |
| # of Books Mai has | $11 \times 4 = 44$ books | $25 \times 4 = 100$ books | $25x$ ← coefficient is 25 |

Examples:

John has x apples. If he adds 5 apples to his pile, he will have 8 apples.
 What is the value of x ?

Write an equation: $x + 5 = 8$
 $- 5 = -5$
 $x = 3$

Answer: John had 3 apples before he added to his pile.

Check: $3 + 5 = 8$

Maddie has x dollars. After spending \$90 on a purse, she will have \$45. What is the value of x ?

Write an equation: $x - 90 = 45$
 $+ 90 = +90$
 $x = 135$

Answer: Maddie had \$135 before she bought

the purse.

Check: $135 - 90 = 4$

Hanger Diagrams Worksheet

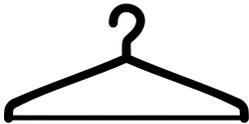
Instructions: Using a clothing hanger, try to balance different objects on both sides so that the hanger hangs straight. Think about what this means for the weight on both sides. Record your observations below.

1. Put one object on each side so the hanger is evenly.



_____ and _____ hang evenly

2. Put one object on the left and put two objects on the right so the hanger is equal.



_____ and _____ are on the right

_____ is on the left.

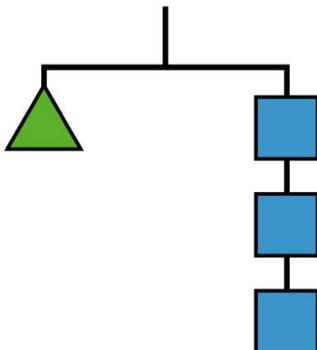
3. Put 3 objects on the left and 2 objects on the right of the hanger so the hanger is equal.



_____ and _____ are on the right

_____ and _____ and _____ are on the left.

In math we use a hanger diagram to show how equations have to be equal on both sides of the equal sign. Look at the following hanger diagram below and list the 3 sets of values that would make the hanger equal.



Example: On the hanger the triangle could equal 3 and each square could equal 1.

Writing Expressions and Equations

For the following questions write the expression for each problem.

1. Subtract 4 from g
($G - 4$)
2. Subtract 2 from h

3. Multiply 6 by 3
4. Divide 8 by x

5. Brad is 9 inches **taller than** his sister Laura. Complete the table to show tall Laura is, if we know Brad's height.

| | | | |
|----------------|-----------|-----------|------------|
| Brad's height | 50 inches | 68 inches | h inches |
| Laura's height | | | |

6. Billie sets up a lemonade stand. She sells lemonade for \$0.50 **per cup**. Complete the table to show how much money she will collect if she sold each number of cups.

| | | | |
|---------------------------|---------|----------|----------|
| Lemonade sold (# of cups) | 12 cups | 183 cups | c cups |
| Money Collected (dollars) | | | |

Adding and Subtracting Equations

1) $x + 7 = 18$

2) $a - 15 = 22$

3) $83 = y - 17$

4) $c - 3 = 6$

5) $x + 8 = 18$

6) $y - 5 = 4$

7) $6 + z = 10$

8) $p - 5 = 15$

9) $4 + m = 12$

10) $g + 44 = 50$

11) $x - 9 = 2$

12) $a + 10 = 17$

13) $y - 4 = 19$

14) $b - 17 = 12$

15) $3 = d + 2$

16) $i + 13 = 27$

17) $y - 4 = 6$

Answer Key

Hanger Diagrams Worksheet

- Answers Vary

Writing Expressions and

Equations

1. $G - 4$
2. $H - 2$
3. $6F$ or $6 \times F$
4. $8 \div x$
5. 41 inches, 59 inches, $h - 9$ inches
6. \$6, \$91.50, $0.5c$

Adding and Subtracting

Equations

1. $x = 11$
2. $a = 37$
3. $y = 100$
4. $c = 9$
5. $x = 26$
6. $y = 9$
7. $z = 4$
8. $p = 20$
9. $m = 8$

10. $g = 6$

11. $x = 11$

12. $a = 7$

13. $y = 23$

14. $b = 29$

15. $d = 5$

16. $i = 14$

17. $y = 10$

Week #: 2

Estimated Time to Complete: 3 Hours

Instructions: Please complete the following worksheets to the best of your ability. Notes are provided to help.

Vocabulary Terms:

absolute value The absolute value of a number is its distance from 0 on the number line.

Negative number is any number that is less than zero.

Opposite Two numbers are opposites of each other if they are the same distance from 0 on the number line, but on opposite sides.

positive number A positive number is any number that is greater than zero.

Quadrant When axes extend in both positive and negative directions, the coordinate plane is divided into 4 regions called quadrants.

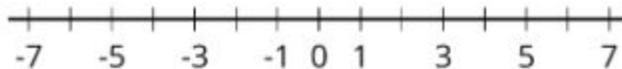
Sign The sign of a nonzero number is either positive or negative.

Examples:

If there is a - in front of a number then it is negative, thus less than 0. Such as -2, -5, -10 and -1.

If there is nothing or a + in front of a number then it is positive, thus greater than 0. Such as 1,5, 9, 10, and 15

On a horizontal number line. The Numbers to the left are negative and the numbers to the right are positive.

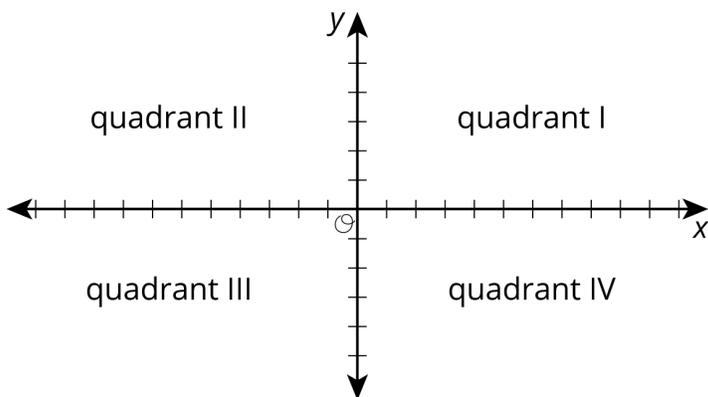


The opposite of positive 7 is negative -7. The opposite of 4 is negative 4.

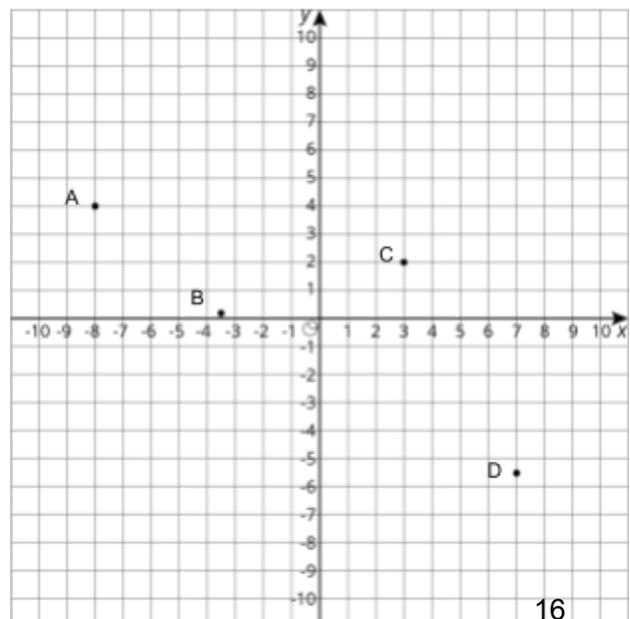
Absolute value is always written as a positive number. It is the distance away from zero. To find absolute value it is written as straight line brackets like this $|-7| = 7$.

Sometimes the number lines are written vertically. The same rules apply.

Now that this is 6th grade. We plot points in all 4 quadrants. Points are written in the form (x,y) The x moves the point to the left (negative) and right (positive) way. The y moves the point up (positive) and down (negative)

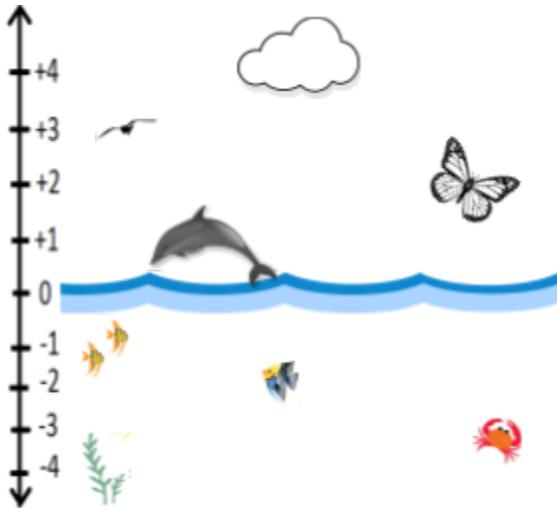


- A: (-8, 4)
- B: (-3.1, 0.2)
- C: (3,2)
- D: (7, -5.5)



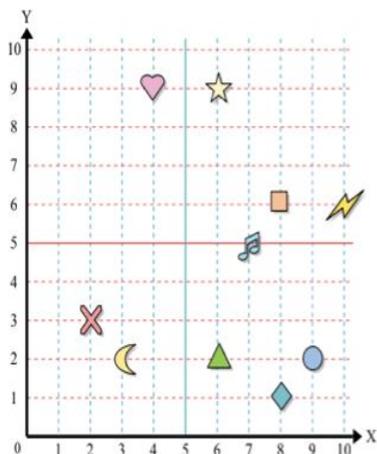
Under the Ocean

Use the picture below to answer questions 1 - 15. You will need to use the vocabulary on page 1 to help you. Notice how the ocean level is located at zero and everything under the water is below sea level.

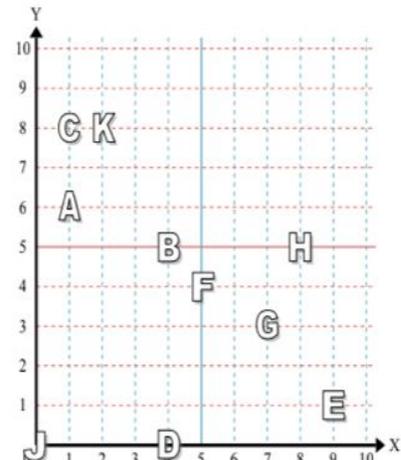


1. What are the locations of the following:
 - a. Cloud (+4)
 - b. Seagull
 - c. Butterfly
 - d. Dolphin
 - e. Two fishes
 - f. Seaweed
 - g. Crab
 - h. Fish
2. What item is located opposite to the crab?
3. What is the absolute value of the seaweed?
4. What is the absolute value of clouds?
5. What item is located at the opposite of the butterfly?
6. What is the opposite of the seagull?
7. What is the absolute of the fish?

Coordinate Grid



- | | |
|----------------------|-----------------|
| 1) Star _____ | 11) (4,0) _____ |
| 2) Lightning _____ | 12) (7,3) _____ |
| 3) Circle _____ | 13) (8,5) _____ |
| 4) Heart _____ | 14) (1,8) _____ |
| 5) Cross _____ | 15) (0,0) _____ |
| 6) Triangle _____ | 16) (9,1) _____ |
| 7) Moon _____ | 17) (4,5) _____ |
| 8) Square _____ | 18) (5,4) _____ |
| 9) Diamond _____ | 19) (2,8) _____ |
| 10) Music Note _____ | 20) (1,6) _____ |



Answer Key

Under the Ocean

1. Cloud +4, Seagull +3, Butterfly +2, Dolphin +1, Two fishes -1, Seaweed -2, Crab -3, Fish -4
2. Seagull is that opposite
3. The absolute value of the seaweed is 3.
4. The absolute value of the clouds is 4.
5. The seaweed is at the opposite of the butterfly.
6. The opposite of the seagull is the crab.
7. The absolute value of the fish is 4.

Coordinate Grid

- | | | |
|------------|------------|-------|
| 1. (6, 9) | 9. (8, 1) | 17. B |
| 2. (10, 6) | 10. (7, 5) | 18. F |
| 3. (9, 2) | 11. D | 19. K |
| 4. (4, 9) | 12. G | 20. A |
| 5. (2, 3) | 13. H | |
| 6. (6, 2) | 14. C | |
| 7. (3, 2) | 15. J | |
| 8. (8, 6) | 16. E | |

6th Grade Mathematics

Week #: 3

Estimated Time to Complete: 3 Hours

Instructions: Please complete the following worksheets to the best of your ability. Notes are provided to help you.

Vocabulary Terms

Average The average, or **mean**, of a data set is the value you get by adding up all of the values in the set and dividing by the number of values in the set.

dot plot A dot plot (sometimes called a line plot) is a way to represent the distribution of a numerical data set. For example, here is a dot plot showing the distribution of dog weights for 10 dogs:

Mean The mean, or average, of a data set is the value you get by adding up all of the values in the set and dividing by the number of values in the set.

Median The median of a data set is the middle value when the data values are listed in order. If the number of values is even, it is the mean of the two middle values.

Range the difference between the maximum (biggest number) and the minimum (smallest number) statistical question

Example:

Find the Mean, Median, Mode and Range of the following data.

5, 9, 3, 4, 3, 6

Mean: $5 + 9 + 3 + 4 + 3 + 6 = 30$ Add up all of the numbers the divide by the number of values

$30 \div 6 = 5$ The mean of the data set is 5.

Median: Put the numbers in order from least to greatest and find the middle of the data set.

3 3 4 5 6 9 The median of the data set is 4.5, as it falls between the numbers 4 and 5.

Mode: The mode of this data set is 3 because it appears the most.

Range: Maximum = 9 minimum = 3. To find the range subtract 3 from 9. $9 - 3 = 6$. The range is 6.

Car and Animal Watching

You are going to gather statistical data on the following situations:

Cars that pass your house in 1 hour.

The number of animals you see outside in 1 hour.

CARS

Fill in the chart with your outside observations. See how many cars you see in **15 minute intervals**.

| 1st 15 minutes | 2nd 15 minutes | 3rd 15 minutes | 4th 15 minutes | Total Observations |
|----------------|----------------|----------------|----------------|--------------------|
| | | | | |

Now using the data you collected. Find the Mean, Median, Mode, and Range of the data. If you need help look at the notes on the previous page.

Mean: _____

Median: _____

Mode: _____

Range: _____

ANIMALS

Fill in the chart with your outside observations. See how many animals you see in **15 minute intervals**.

| 1st 15 minutes | 2nd 15 minutes | 3rd 15 minutes | 4th 15 minutes | Total Observations |
|----------------|----------------|----------------|----------------|--------------------|
| | | | | |

Now using the data you collected. Find the Mean, Median, Mode, and Range of the data. If you need help look at the notes on the previous page.

Mean: _____

Median: _____

Mode: _____

Range: _____

Mean, Median, Mode, and Range Practice.

Find the Mean, Median, Mode and Range of the following data sets.

| Date Sets | Mean | Median | Mode | Range |
|------------------------------|-------------|---------------|-------------|--------------|
| 2, 8, 8, 9, 8 | | | | |
| 4, 5, 3, 2, 6 | | | | |
| 9, 5, 6, 5, 3, 8 | | | | |
| 13, 12, 11, 13, 16 | | | | |
| 13, 18, 18, 18, 10, 19, 9 | | | | |
| 79, 70, 71, 60, 60 | | | | |
| 49, 45, 51, 49, 34 | | | | |

Answer Key

Car/Animal Watching - Results Vary

Mean, Median, Mode, and Range Practice.

1. Mean- 7, Median- 8, Mode- 8, Range-7
2. Mean- 4, Median- 4, Mode- None, Range-4
3. Mean- 6, Median 5.5, Mode 5, Range 6
4. Mean 13, Median 13, Mode 13, Range 5
5. Mean- 15, Median 18, Mode 18, Range 10
6. Mean 68 Median 70, Mode-60 Range 19
7. Mean 44.8 Median 47 Mode-49 Range 17

6th Grade History

Week 1

Estimated Time to Complete: 3 hours

Instructions:

Step #1: Read "Understanding Archaeology"

Step #2: Answer reading questions

Understanding archaeology: Digging up the past from around the world

By National Geographic Society, adapted by Newsela staff on 06.18.19

Archaeologists study objects to learn about the past. When did people develop tools, and how did they use them? What did they use to make clothing and what did they eat? Did they live in large groups or smaller family units? Did they trade with people from other regions? Were they warlike or peaceful? Archaeologists ask all of these questions and more.

History Of Archaeology

The word "archaeology" comes from the Greek word "arkhaios," which means "ancient." People have dug up monuments and collected artifacts for thousands of years. Artifacts are things like tools, pottery and jewelry. Often, these people were looters and grave robbers looking to make money or build up their personal collections.

In the mid-1800s, an Egyptian man found the tomb of Pharaoh Ramses I. Ramses I ruled for a short time about 3,300 years ago. The tomb also held pottery, paintings, and sculpture. Looters sold everything they could sell, including the pharaoh's mummy. Ramses I wound up in a museum in Georgia and was returned to Egypt in 2003.

Some archaeologists of this time were rich explorers. Many of them were genuinely interested in the culture they studied. However, now their work is seen differently. They took advantage of local people and stole their cultural heritage. The Elgin Marbles is an example.

In 1801, Lord Elgin was the British ambassador to the Ottoman Empire. Greece belonged to the Ottomans, who were from Turkey. Elgin took ancient marble sculptures from Athens, Greece, and brought them home.

The government of Greece has been trying to get them back ever since. Today, in most countries, archaeologists must get permission to dig. Anything they find is owned by that country.

Disciplines Of Archaeology

Archaeology is based on the scientific method. Archaeologists ask questions and develop hypotheses. They use evidence to choose a dig site and where on the site to dig. They observe, record and categorize what they find. They decide what it means. Then they share their results with other scientists and the public.

Archaeologists specialize in many different kinds of things. Underwater archaeologists study materials at the bottom of lakes, rivers and oceans. Shipwrecks are one kind of artifact studied by underwater archaeologists. In 1985, Robert Ballard helped locate the wreck of RMS Titanic, which sank in the Atlantic in 1912. About 1,500 people lost their lives. By using remote-controlled cameras, Ballard found artifacts like furniture, lights and children's toys.

Prehistoric And Historic Archaeology

There are two major areas of archaeology. The first is prehistoric archaeology, and the second is historic archaeology. Prehistoric civilizations did not leave behind written records. Their artifacts and features are the only information we have about their lives. Features are things like buildings and roads.

The builders of Stonehenge in Great Britain, for instance, did not leave records. They did not tell us why it was built and how it was used. Archaeologists must rely on the enormous stones for clues.

Another area of archaeology is paleopathology. Paleopathologists study disease in ancient cultures. They might examine teeth to see what people ate thousands of years ago.

Historic archaeology uses written records. One of the most famous examples is the Rosetta Stone. It is a large slab of marble discovered in Egypt in 1799. The stone was written and carved in three different languages — hieroglyphic, demotic, and Greek. Hieroglyphics are the picture-symbols in ancient Egypt, and demotic was the everyday writing system in ancient Egypt. Before the discovery of the Rosetta Stone, Egyptologists did not understand either one.

They could, however, understand Greek. Using the Greek part, they were able to translate the hieroglyphs.

Other Disciplines

Ethnoarchaeologists study how people use objects today. It helps them understand how tools were used in the past.

Some archaeologists are interested in the modern San culture of southern Africa, for instance. They study their tools to understand how the ancient San tracked and hunted animals.

Environmental archaeologists study environmental conditions in the past. For instance, about 1400 years ago, the climate in the Brazilian highlands became wetter. The forest grew, providing more timber, plants and animals for the Taquara/Itararé people. These resources let them move to other areas.

Experimental archaeologists made copies of old artifacts. One of the most famous examples is the Kon-Tiki. It was a large raft built by Norwegian explorer Thor Heyerdahl. In 1947, Heyerdahl sailed the Kon-Tiki from South America to Polynesia. He wanted to show that ancient mariners could have crossed the Pacific Ocean.

Cultural resource management (CRM) architects are usually hired by towns or construction companies. They look and preserve remains on construction sites.

Where To Dig?

Most archaeology involves digging. Winds and floods carry sand, dust and soil. They build up on top of features and artifacts and bury them.

Cities and communities also are built in layers. Rome, Italy, has been a city for thousands of years. Archaeologists, for example, may be looking for an ancient Roman fortress. First, they may have to dig up a bakery from the 1500s. Often it's hard to figure out where to dig. Sometimes they choose sites based on old stories.

Before digging, an archaeological team looks for artifacts on the ground. Sometimes features can't be seen from the ground. Images from airplanes and satellites can show patterns. Other technologies give clues about what lies under the surface.

Sometimes, sites are found by accident. In 1974, workers were digging a well in Xian, China. They discovered the remains of an enormous grave for Qin Shi Huangdi, China's first emperor. It included 7,000 life-sized clay soldiers, horses, chariots, and artillery. They are known as the Terra Cotta Warriors.

Before moving any dirt, archaeologists must map the area and take detailed photographs.

The last step is to divide the site into a grid. These squares help archaeologists keep track of where each artifact is found.

Today, scientists use technology to determine the age of an artifact. They are able to analyze bones to see what kinds of animals people used and ate. Archaeologists use technology to probe the earth below without disturbing the ground.

The Big Dig

Digging is the field work of archaeology. Occasionally, archaeologists might need to move earth with bulldozers and backhoes. Usually, they use tools such as brushes, hand shovels, and even toothbrushes to scrape away the earth. Often, they will sift dirt through a screen to catch the tiniest artifacts.

Archaeologists take lots of notes and photographs along each step of the process. Global positioning system (GPS) units help them map the location.

When archaeologists find artifacts, they are often broken or damaged. Sunlight, rain, soil, animals and bacteria can cause them to wear away, rust, rot, break and warp.

Uncovered Artifacts

The archaeological team makes a record of the artifacts. They use photos, drawings, and notes. After the artifacts are out of the ground, they are cleaned, labeled and classified. The scientists write up their findings and publish them in scientific journals. The public also learns what scientists discover about our history.

Sherds And Shards

Many archaeologists study broken bits of pottery, called potsherds. Sherds can be bits of a broken water jug or a piece of a clay. Shards are broken pieces of glass, like ancient windows, bottles or jewelry.

Answer the following questions

- 1.** Explain how different disciplines (an area of study) of archaeologists use different means (methods) of studying societies in the past and present. *EXAMPLE: Paleopathologists study disease in ancient cultures.*
- 2.** Give examples of ways in which an archaeologist is able to build on, extend, or reject an interpretation of the past. (learn more information about a society)
- 3.** Give examples of how archaeologists, historians, geographers (study earth's natural environment), economists (study a society's resources & production) , and political scientists (study governments) might work as teams to analyze evidence, develop hypotheses (an assumption or idea), and construct interpretations of ancient and classical civilizations.

Week 2

Estimated Time to Complete: 3 hours

Instructions:

Step #1: Read "The Mohenjo-Daro Massacre" article

Step #2: Answer reading questions 1-8

The Mohenjo Daro 'Massacre' 13 September, 2013 - 05:08 April Holloway



In the 1920s, the discovery of ancient cities at Mohenjo Daro and Harappa in Pakistan gave the first clue to the existence more than 4,000 years ago of a civilization in the Indus Valley to rival those known in Egypt and Mesopotamia. These cities demonstrated an exceptional level of civic planning and amenities. The houses were furnished with brick-built bathrooms and many had toilets. Wastewater from these was led into well-built brick sewers that ran along the centre of the streets, covered with bricks or stone slabs. Cisterns and wells finely constructed of wedge-shaped bricks held public supplies of drinking water. Mohenjo Daro also boasted a Great Bath on the high mound (citadel) overlooking the residential area of the city. Built of layers of carefully fitted bricks, gypsum mortar and waterproof bitumen, this basin is generally thought to have been used for ritual purification.

However, in contrast to the well-appointed houses and clean streets, the uppermost levels at Mohenjo Daro contained squalid makeshift dwellings, a careless intermingling of residential and industrial activity and, most significantly, a series of more than 40 sprawled skeletons lying scattered in streets and houses. Paul Bahn (2002) describes the scene:

"In a room with a public well in one area of the city were found the skeletons of two individuals who appeared desperately to have been using their last scraps of energy to crawl up the stair leading from the room to the street; the tumbled remains of two others lay nearby. Elsewhere in the area the 'strangely contorted' and incomplete remains of nine individuals were found, possibly thrown into a rough pit. In a lane between two houses in another area, another six skeletons were loosely covered with earth."

Numerous other skeletons were found within layers of rubble, ash and debris, or lying in streets in contorted positions that suggested the agonies of violent death.

A Violent Massacre

The remains of these individuals led many archaeologists at the time to conclude that these people all died by violence. Sir Mortimer Wheeler, who excavated at Mohenjo Daro in 1950s, believed they were victims of a

single massacre and suggested that the Indus civilization, whose demise was unexplained, had fallen to an armed invasion by Indo-Aryans, nomadic newcomers from the northwest, who are thought to have settled in India during the second millennium BC. Wheeler claimed the remains belonged to individuals who were defining the city in its final hours. He was so convincing that this theory became the accepted version of the fate of the Indus civilization.

However, many of his claims simply did not add up. There was no evidence that the skeletons belonged to 'defenders of the city' as no weapons were found and the skeletons contained no evidence of violent injuries. Some archaeologists suggested that the influx of Indo-Aryan people occurred after the decline of the Indus civilization while others questioned whether an Indo-Aryan invasion of the subcontinent even took place at all.

Flood and Disease

An alternative theory was put forward that the city suffered extensive flooding and that people died off as a result of water-borne diseases such as cholera. Recent investigations revealed considerable evidence of flooding at Mohenjo Daro in the form of many layers of silty clay. The Indus River was prone to change its course and through the centuries moved gradually eastward, leading periodically to flooding within the bounds of the city. Indeed, the massive brick platforms on which the city is constructed and the fortifications around parts of it seemed to have been designed to provide protection against such floods. Conditions would have been ideal for the spread of water-borne diseases, especially cholera, although cholera epidemics cannot be proved to have occurred.

The conclusion that many mainstream archaeologists now make is that the 'massacre' victims from Mohenjo Daro were simply the victims of the natural tragedy of fatal disease rather than that of human aggression. But this conclusion also has many holes – why did the remains of individuals appear in contorted positions, almost frozen at the very moment of death? Why did they appear to have been struck down suddenly? Surely if they died of disease their bodies would have been buried and not found scattered around the city?

Evidence of Atomic War?

There exist a growing number of 'alternative archaeologists' and researchers who have not settled for theories that do not satisfactorily explain the conditions of the skeletal remains and who have sought other explanations. One such individual is David Davenport, British Indian researcher, who spent 12 years studying ancient Hindu scripts and evidence at the site where the great city once stood. In his book *Atomic Destruction* in 2000 B.C. he reveals some startling findings: the objects found at the site appeared to be fused, gasified by a heat as high as 1500°C, followed by a sudden cooling. Within the city itself there appeared to be an 'epicentre' about 50 yards wide within which everything was crystallized, fused or melted, and sixty yards from the center the bricks are melted on one side indicating a blast. A. Gorbovsky in his book *Riddles of Ancient History*, reported the discovery of at least one human skeleton in the area with a level of radioactivity approximately 50 times greater than it should have been due to natural radiation. Davenport claimed that what was found at Mohenjo Daro corresponded exactly to what was seen at Nagasaki and Hiroshima.

Davenport's theory was met with intense interest from the scientific community. Nationally known expert William Sturm said: "the melting of bricks at Mohenjo Daro could not have been caused by a normal fire", while Professor Antonio Castellani, a space engineer in Rome said: "it's possible that what happened at Mohenjo Daro was not a natural phenomenon".

Since there is no indication of a volcanic eruption at Mohenjo-Daro, one answer that has been put forward is that the ancient city might have been irradiated by an atomic blast. If true, it would be impossible to ignore the conclusion that ancient civilization possessed high technology.

If Mohenjo Daro was destroyed by a nuclear catastrophe, who created the weapons and how? If not, then what was it that produced enough heat to vitrify rock and bricks? What could explain the high degree of radioactive

traces in the skeletons? How did all of them die, in one instant? We believe it is time to stop accepting the sanitized view of the world provided to us by mainstream science and to dig a little deeper.



References

Bahn, P. (2002). *Written in Bones: How Human Remains Unlock the Secrets of the Dead*. London: New Burlington Books.

Davenport, D. (1979). *Atomic Destruction in 2000 B.C. Milan, Italy*

Gorbovsky, A. (1966). *Riddles of Ancient History*. Moscow: Soviet Publishers.

Read more: <http://www.ancient-origins.net/ancient-places-asia/mohenjo-daro-massacre-00819#ixzz3nF1H7fCf>

Follow us: @ancientorigins on Twitter | ancientoriginsweb on Facebook

The Mohenjo-Daro Massacre Reading Questions

1. Develop 3 focused questions you have about the civilization of Mohenjo-Daro after reading this article.
 - a.
 - b.
 - c.
2. After reading this article, what are 2 problems we are faced with when trying to understand more about the civilization of Mohenjo-Daro?
 - a.
 - b.
3. Argue what the ancient cities of the Indus River Valley demonstrate?

4. Summarize how Paul Bahn describes what was found in some of the streets and houses in Mohenjo-Daro.

MS 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**

| Nutrition Facts | |
|----------------------------------|------------|
| 4 servings per container | |
| Serving size 1 cup (227g) | |
| Amount per serving | |
| Calories | 280 |
| % Daily Value* | |
| Total Fat 9g | 12% |
| Saturated Fat 4.5g | 23% |
| Trans Fat 0g | |
| Cholesterol 35mg | 12% |
| Sodium 850mg | 37% |
| Total Carbohydrate 34g | 12% |
| Dietary Fiber 4g | 14% |
| Total Sugars 6g | |
| includes 0g Added Sugars | 0% |
| Protein 15g | |
| Vitamin D 0mcg | 0% |
| Calcium 320mg | 25% |
| Iron 1.6mg | 8% |
| Potassium 510mg | 10% |

*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

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?

MS 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. . . |

What Makes a Biome?

A biome is a community of plants and animals in a certain climate, and each biome has lifeforms that are characteristic of that place. For instance, the plants and animals that inhabit the Amazon rain forest are completely distinct from those in the Arctic tundra. However, not everyone agrees on exactly what constitutes a biome, and defining them presents a challenge.

Biomes are sometimes confused with habitats and ecosystems, but there are differences between them. Ecosystems focus on the way plants and animals, called biota, interact with the environment. The way nutrients and energy flow helps define ecosystems. A single biome can have multiple ecosystems within it. A habitat is specific to the area a population or species lives in. Biomes describe life on a much larger scale than either habitats or ecosystems.

Defining Biomes

Frederic E. Clements was an ecologist who studied the relationship between living things and their surroundings. He first used the term biome in 1916 and later worked with another ecologist, named Victor Shelford, to expand the definition of biome. By 1963, they were able to define the tundra, coniferous forest, deciduous forest, grassland and desert as different biomes.

Biomes are different because of the organisms that live there and the climate of the area. The organisms within a biome also share adaptations for that particular environment. Adaptation is the process of change that a species goes through to become better suited for its environment. Climate is also a major factor in determining the types of life that reside in a particular biome. Several factors influence climate, such as latitude, geographic features and how atmospheric conditions affect heat and moisture.

Not all scientists agree about the number of defined biomes. Most agree that climate and the organisms that live there are important. But some do not think things like human activity and biodiversity, which is the variety of life forms that exist in a place, should be included in biome definitions. The main types of biomes that come out of the different definitions are tundra, desert, grassland, coniferous forest, deciduous forest, tropical rainforest and aquatic biomes.

Tundra Biomes

The tundra is located at the northernmost parts of the globe. It is defined by long, cold winters and cool summers. The animals and plants that reside here have evolved adaptations, such as thick fur and the ability to hibernate, that allow them to survive in the frigid environment.

Desert Biomes

Deserts are defined by dryness, and can be located in both cold and warm climates. Life in these areas is adapted to a lack of water and nutrients.

Grassland Biomes

The grassland biome can be found on every continent except Antarctica. It is characterized as being flat and grassy, with very little tree cover. Large mammals that graze, such as elephants or bison, inhabit these areas, along with small mammals, birds and predators.

Coniferous Forest Biomes

Coniferous forests are also known as taigas or boreal forests. These areas experience long, cold winters, short summers and heavy precipitation. The primary vegetation types are conifers and evergreen trees. Sometimes this category is split into another category known as the temperate forest, where temperatures are not as cold. One example of this warmer forest would be the North American west coast, a humid forest system home to redwoods and cedars.

Deciduous Forest Biomes

Deciduous forests are located in eastern North America, western Europe and northeastern Asia. This biome is marked by broad-leafed trees, such as maple and oak, that lose their leaves seasonally as the temperatures begin to drop. Overall, these regions are temperate, that is, they have mild temperatures, but still have a distinct winter season.

Tropical Rain Forest Biomes

Tropical rain forests in equatorial regions are warm and wet with diverse vegetation that forms a canopy. The uppermost trees and branches in a forest form a kind of roof -- this is a canopy. Leaf litter on the ground and the humid conditions create a layer of nutrients above the low-quality soil, which allows for the growth of a wide variety of vegetation. Tropical rainforests are famous for hosting vast amounts of biodiversity.

Aquatic Biomes

There are numerous ways to classify aquatic biomes. Often freshwater and saltwater biomes are defined separately using factors such as depth, temperature and salinity. Terrestrial biomes, or land biomes, are typically classified by vegetation types, but this method can be difficult to apply to aquatic environments. They do not have as much visible plant life.

Although biomes are often thought of as distinctly separate regions, in reality, they are not isolated from one another. Biomes do not typically have exact boundaries, but instead, there are frequently transition zones between biomes. These zones are referred to as ecotones, and they can be naturally occurring or created by humans.

Many biome definitions exclude humans. However, some scientists believe that human presence is an important part in defining biomes. They are of the opinion that most biomes are actually primarily influenced by humans. Scientists are also beginning to recognize how the results of human activities, such as habitat destruction and climate change, will change how biomes are defined in the future.

MS Science

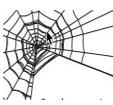
Week #: 3

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 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.
- 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 |
|--|--|--|--|--|-----------|

English Language Acquisition (ESL)

Week #: 4

Estimated Time to Complete: 3 hours

Instructions: Below is my Pen Pal letter I have written to you. **Your job is going to be to write a letter back to me.** Make sure you are responding to all my questions I have asked you in my letter and it is at least a paragraph long because I want to know all about what you've been up to as well! Also be sure to use the proper letter features such as the date in the right hand corner, an introduction starting with "Dear Mrs. Scott," (don't forget the comma!!!), and a signature at the end with your name (again, don't forget the comma!!!). Use my copy as an example if you are confused by what I mean.

Feel free to email me if you have any questions acroce@southbridgepublic.org
 I'm also still available for video chats on Google Hangout Meets on Thursdays from 1-2pm.
 To join the video meeting, click this link: <https://meet.google.com/pxb-rsjy-nyx>
 Otherwise, to join by phone, dial +1 929-238-0137 and enter this PIN: 784 111 087#

April 14, 2020

Dear students,

*How are you all holding up during this pandemic? Are you feeling OK mentally and physically? I hope you're all able to get outside and get some fresh air once in a while. As I've shared in my previous letters, this helps me to stay well both physically and mentally. With that being said, what are some things you are doing that are benefitting your **mental** health? What are some activities you are participating in that benefit your **physical** wellbeing? Besides taking walks with my daughter, I have also been reading a lot lately to keep me mentally sane. I'm eager to hear what you are all doing to take care of yourselves right now.*

Best wishes,
 Mrs. Scott

May _____, 2020

Dear Mrs. Scott,

Sincerely,

April 27, 2020

Hi everyone,

How was your "vacation" this week? Mine wasn't much different from any other week. The only difference was that I didn't have any meetings for work so that was nice. I enjoyed getting to spend the extra time with my daughter while my husband was at work. He is a general contractor, which means he works in construction, so he is considered an essential worker right now. As always, I hope you're all staying healthy and safe. I'm eagerly awaiting to hear your responses!

*Love,
Mrs. Scott*

May ____, 2020

Dear Mrs. Scott,

Sincerely,

May 4, 2020

Hello again,

Nothing new here at the Scott household. However, we are getting started on plans for building our house which is exciting! I think with everything going on right now in the world it's really important to either have something exciting going on in your life and/or something to look forward to. For me, that is building and designing our new home. Is there anything you are excited for right now or maybe looking forward to in the future when everything goes back to normal? I can't wait to hear all about it!

*Love,
Mrs. Scott*

May ____, 2020

Dear Mrs. Scott,

Sincerely,

English Language Acquisition (ESL)

Week #: 5

Estimated Time to Complete: 3 hours

Instructions: Out of the Dust by Karen Hesse is written in free verse poetry, a style that refrains from using any specific meter pattern or rhythm. Therefore, typical sentence structure, grammar, and punctuation rules do not apply. In order to assist in making sure you've understood the details of the story, **you will practice reading a portion of the text and paraphrasing it in traditional sentence format.**

| From the poem "Hope in a Drizzle" (55) | Traditional Sentence (in your own words) |
|--|--|
| <p>"That quarter inch of rain did wonders for Ma, too, who is ripe as a melon these days. She has nothing to say to anyone anymore, except how she aches for rain, at breakfast, at dinner, all day, all night, she aches for rain."</p> | <p><i>Ma was so grateful for that quarter inch of rain because she is so pregnant and hot and uncomfortable. She doesn't complain about anything else except how badly she wants the rain to come again.</i></p> |
| 1. From "Wild Boy of the Road" (pg. 59) | Traditional Sentence (in your own words) |
| <p>"Lots of mothers wishing that these days, while their sons walk to California, where rain comes, and the color green doesn't seem like such a miracle, and hope rises daily, like sap in a stem."</p> | |
| 2. From "Drinking" (pg. 67) | Traditional Sentence (in your own words) |
| <p>"She cried for the pain of the water running into her sores, she cried for the water that would not soothe her throat and quench her thirst, and the whole time my father was in Guymon, drinking."</p> | |
| 3. From "Devoured" (pg. 68-69) | Traditional Sentence (in your own words) |
| <p>"Grasshoppers, eating tassels, leaves, stalks. Then coming closer to the house, eating Ma's garden, the fence posts, the laundry on the line, and then, the grasshoppers came right over me, descending on Ma's apple trees."</p> | |

English Language Acquisition (ESL)

Week #: 6

Estimated Time to Complete: 3 hours

Content: A synonym is a word that has the same or similar meaning as another word (example: “chair” and “seat” are synonyms). Antonyms are words with opposite meanings (example: “hot” and “cold” are antonyms).

Instructions: Identify at least one synonym and one antonym (if possible) to help increase your comfort level and familiarity with the vocabulary from the novel “Out the Dust”. Lastly, choose 3 of the vocabulary words to use in your own sentence relating to the book.

| Vocabulary Word | Synonym | Antonym (if possible) |
|-----------------|-------------|-----------------------|
| Earnings | <i>wage</i> | <i>owings</i> |
| Feuding | | |
| Devoured | | |
| Withered | | |
| Sorrow | | |
| Scorched | | |
| Deformed | | |
| Sparse | | |

Sentences:

1.

2.

3.

Accelerated Learning--Reading Project Directions:

Please read for 20 minutes each day. Choose from any text that interests you, such as (Books, Poetry, Online Articles, Blogs, Newspaper Articles, etc.) At the end of the week, choose from one of the writing prompts. Then, please complete one reading project page (next 3 pages, one for each week)

Fiction Writing Prompts: (Fiction = Literature from the imagination)

1. Compare two characters in a book or books you have read. How are they alike or different? Explain.
2. Predict what you think will happen to the main character after the ending. What are the clues and what do they suggest?
3. What is the conflict? How is it resolved? Explain and give evidence.
4. If you could change one thing about the book, what would it be? Why? How would it affect the rest of the book, including plot, setting, and characters?

Non-Fiction Writing Prompts: (Nonfiction = Literature based on fact)

6. What are three important pieces of information you learned? Why are they important?
7. What new information surprised or interested you? Why?
8. How did this text change or influence your point of view about this topic?
9. Did the author give his or her opinions or stick to the facts? How do you know? Give evidence, using passages from the text.

Week 1 Reading Project

Title of Text: _____ Author: _____

Was this Text Fiction or Nonfiction: _____

Write 2-3 Sentences on what this text was about:

Choose a prompt from the list. Write which number prompt you chose, and answer it in the space below. Please write a minimum of 5 complete sentences:

Prompt #: _____

Week 2 Reading Project

Title of Text: _____ Author: _____

Was this Text Fiction or Nonfiction: _____

Write 2-3 Sentences on what this text was about:

Choose a prompt from the list. Write which number prompt you chose, and answer it in the space below. Please write a minimum of 5 complete sentences:

Prompt #: _____

Week 3 Reading Project

Title of Text: _____ Author: _____

Was this Text Fiction or Nonfiction: _____

Write 2-3 Sentences on what this text was about:

Choose a prompt from the list. Write which number prompt you chose, and answer it in the space below. Please write a minimum of 5 complete sentences:

Prompt #: _____

Middle School Physical Education (6-8)

Weeks 1-3

Estimated Time

- 30 minutes(max) each day for 5 days (week #1 and 2)
- 60 minutes(maximum) each day for 5 days (week#3)

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.

The High school will also be doing this too!

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 # 1 and 2 - 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 # 3 - 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.**

Mr. de Castro- edecastro@southbridgepublic.org

Mr. Renshaw Crenshaw@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.(full sentences please)

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 # 1

| 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 # 2

| 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 # 3

| Exercise | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|-----------------|--------------|--------------|--------------|--------------|--------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

6th Grade Art Class

Week #: 1

Estimated Time to Complete: 4 and one half hour

Instructions:—Using your experience drawing a one-point perspective city street. Remember the drawing you created with trees on one side and buildings on the other side, create a drawing that uses this process of showing depth and space. You can draw the image similar to what we did in class or if you feel you can be more creative with the project use the ideas of one-point perspective drawing to create a new image from your observation of the street you live on or one from your imagination.

Content Needed: Remember to begin with a vanishing point and the horizontal line. You will need to have at least 3 buildings, at least 4 trees, a road and side-walks. The drawing should be drawn first in pencil and then color should be added. You can make the building reflect their use, a hospital, a store, a movie theater, a school, use your imagination, make the city street reflect your interests.

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!

Week #: 2

Estimated Time to Complete: 4 and one half hour

Instructions: Using your experience drawing “Falling for Foreshortening”, create a new drawing that puts the figure into an environment. Remember using your shoes and your hands as patterns to trace to begin your drawing. You will use that process and place your figure on the paper to allow the figure to be engaged in an activity. Think of the figure playing basketball and dunking the ball backwards into the net high above the gym floor, or jumping into a lake from an embankment, or jumping out of a plane with a parachute with the ground far below!

Content Needed: You will need to decide beforehand what your figure is doing. You will need paper large enough to allow for the space you will create, you might need to tape sheets together. Use paper bags if you don't have large drawing paper. Use the process of tracing your shoes and hands to begin and create the body to complete the figure. Detail is important! Think of how large your figure will be and create enough space to include the activity and the space it needs. If you are dunking a ball in basketball think how you can draw that hoop behind your figure. Remember your work with one-point perspective to create a floor that recedes in space.

If you are diving into a lake create enough space on your paper to show the area and its content.

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!!

Mr. DuBois

Grades 6 Technology

Please answer the questions below.

Section I - Place the letter of the correct answer to the question on the line at left.

- | | | |
|-----------|---|------------------------------|
| _____ 1. | What menu is the Header and Footer command found in? | A. Prepackaged Images |
| _____ 2. | What is clip art? | B. Google Docs |
| _____ 3. | What is a bullet? | C. Google Forms |
| _____ 4. | To send documents to me, you press what button? | D. Control I |
| _____ 5. | What menu do you set tables up in in Google Docs? | E. Share |
| _____ 6. | This segment of Google Docs deals with email. | F. Google Sheets |
| _____ 7. | This segment of Google Docs deals creating surveys. | G. Insert Menu |
| _____ 8. | This segment of Google Docs concerns presentations. | H. No |
| _____ 9. | This segment of Google Docs deals with spreadsheets. | I. Format Menu |
| _____ 10. | This segment of Google Docs deals with word processing. | J. Control Z |
| _____ 11. | What is the keyboard command for Bold? | K. Control B |
| _____ 12. | What is the keyboard command for Italics? | L. GMail |
| _____ 13. | Should you always rely on Spell Check? | M. Google Slides |
| _____ 14. | What is the keyboard command for Undo? | N. A Dot |

=====

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 |

Band

Week 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?

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)

Week 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:</p> <p>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:</p> <p>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:</p> <p>(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:</p> <p>(This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p> | <p>Student Choice:</p> <p>Complete any activity on the board!</p> | <p>Teach:</p> <p>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:</p> <p>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:</p> <p>(This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p> | <p>Program a Concert:</p> <p>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? _____

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

Week 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:</p> <p>Interview someone you know about their musical tastes and experiences. Compare their answers with your own!</p> | <p>Practice for 60 Minutes:</p> <p>(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:</p> <p>Step 1: Write lyrics on the bottom of this paper</p> <p>Step 2: create a song or rap using those lyrics</p> |
| <p>Learn a new song:</p> <p>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:</p> <p>Complete any activity on the board!</p> | <p>Practice for 60 Minutes:</p> <p>(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:</p> <p>(This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p> | <p>Living Room Concert:</p> <p>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:</p> <p>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> |

Music Interview: Answer these questions about yourself and then ask someone you know and record the answers:

Have you ever participated in band or chorus? _____ If yes, what instrument did you play or part did you sing? _____

What's your favorite song? _____

Why is it your favorite? _____

Have you ever been to a concert or live show? _____

If you've been to multiple, which was your favorite? _____

Middle School Chorus

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
