

Barton Junior High AMI Plan- 8TH GRADE

The El Dorado School District applied for and received approval to establish an Alternative Method of Instruction (AMI) Plan. This plan would allow students to complete assignments at home developed by their teachers and receive a day's attendance credit if school was cancelled for inclement weather or emergency.

While we certainly want students to have the opportunity to have fun on those days, we also recognize that many people have built their summer plans based on the school calendar and extending the school year would cause difficulties. If we are able to get the plan out before weather issues occur, this AMI Plan will help prevent those difficulties. We will not require a massive amount of work but enough to feel comfortable in giving students credit for one day of school.

Since all students, no matter what courses they are enrolled in are required to take the ACT/Aspire, the work Barton assigns for all core classes will all be based on practice for the ACT/Aspire. Additionally, we want the work sent home to be stand alone, and not needing textbooks. ACT/Aspire practice will meet all of those needs.

Students will have assignments in every class they are enrolled in, even P.E. The core courses are listed first, then the required courses of Keyboarding and CCT for 7th grade and Career Development for 8th, P.E., the rotation classes of art and music for both grades are next, and all electives are listed last. Regarding rotation and elective classes, students should complete work for only the classes that they are enrolled in now. The work should be completed and returned to teachers the first day school resumes. So, if school is closed for two days, students should complete assignments for Day 1 and Day 2 and return both the first day school resumes. Much of the work assigned will need to be written on a separate piece of paper as assignments for another class may also be on that page. We have provided loose-leaf paper in the packet. Failure to complete and return the work will negatively impact a student's grade.

Teachers will provide access to students during the hours of 8:00 and 3:00 by email or Google Classroom, electricity permitting. The email address for each teacher is the teacher's first name.last name@esd-15.org. For example mark.smith@esd-15.org.

Thanks,

Mark Smith, Principal

8TH GRADE ARKANSAS HISTORY

Civil War Arkansas Timeline

November 6, 1860 – Abraham Lincoln is elected president of the United States

1861

February 8– The garrison of the United States Arsenal in Little Rock abandons in the face of mobs of pro-secession militias.

February 18 – Arkansas voters go to the polls and elect to hold a convention to consider whether or not to secede from the Union.

March 4 – The secession convention meets in Little Rock, but adjourns several weeks later without seceding.

April 13 – The U.S. garrison at Fort Sumter, S.C., surrenders.

April 15 – President Lincoln calls for volunteers to suppress the rebellion.

April 23 – State militias sent by Governor Henry Rector arrive in Fort Smith to seize the U.S. army post there, but find it is already abandoned.

May 6 – The secession convention reconvenes in Little Rock and passes an ordinance of secession from the Union.

August 10 – Arkansas troops participate in the Southern victory at Wilson's Creek, Missouri.

1862

Winter-Spring – Peace Society movement develops in Ozark region.

February 16 – A skirmish between U.S. and C.S. cavalymen spills across Big Sugar Creek into Arkansas – the first combat in the state.

February 17 – Union General Samuel R. Curtis's Army of the Southwest invades Arkansas.

March 7-8 – U.S. troops win a decisive victory at Pea Ridge in northwest Arkansas.

June – General Thomas Hindman authorizes formation of partisan bands to harass Union forces in Arkansas; many of these would degenerate into lawless bands of bushwhackers who would terrorize and steal indiscriminately.

June 17 – Battle of St. Charles, in which the "deadliest shot of the Civil War" incapacitates the U.S.S. Mound City and kills and wounds 149 of her crew.

July 7 – Federal forces win the battle of Hill's Plantation.

July 12 – Federal troops occupy Helena, which will be an important Union river port and base of operations for the rest of the war.

August 12 – General Theophilus Holmes takes command of the Confederate Transmississippi Department; he will not prove up to the task.

November 15 – Harris Flanagin is sworn in as Confederate governor of Arkansas

November 28 – Union troops under James G. Blunt drive Confederates under John S. Marmaduke from the Boston Mountains in the battle of Cane Hill.

December 7 – The battle of Prairie Grove leaves Federal troops in control of the field and Confederates retreating to the Arkansas River line. Never again will northwest Arkansas be seriously used as a Confederate invasion route to Missouri.

December 28 – The Union victors of Prairie Grove drive the remnants of the Confederate army from Van Buren and Fort Smith.

1863

January 9-11 – Overwhelming numbers of Union troops defeat the Confederate garrison of Fort Hindman in the battle of Arkansas Post.

April 7 – General Lorenzo Thomas arrives in Helena to begin recruiting regiments of Union soldiers from the escaped slaves who flocked to the Union post there; the First Arkansas Volunteer Infantry (African Descent) is organized the next day.

April 18 – Federal defenders turn back a Confederate attack on Fayetteville.

May 1-2 – John Marmaduke's Confederates retreat into northeast Arkansas at Chalk Bluff after a failed raid into Missouri.

July 4 – A Confederate attack on Helena is repulsed with heavy casualties.

August 27 – A Union army approaching Little Rock is turned back temporarily after fighting on Bayou Meto.

September 1 – Union forces re-occupy Fort Smith; Confederates under James Cabell fight a rear-guard action at Devil's Backbone.

September 10 – Union forces capture Little Rock after facing stiff resistance on Bayou Fourche.

October 25 – The Union garrison of Pine Bluff holds off a Confederate attack.

1864

January 8 – Confederate spy David O. Dodd is hanged in Little Rock.

January 19 – A convention in Little Rock adopts a Unionist constitution that outlaws slavery and names Isaac Murphy as provisional governor.

March 23 – General Frederick Steele leads a Union army out of Little Rock to link with another Federal army at Shreveport, Louisiana.

April 4 – Steele's army crosses the Little Missouri River at Elkin's Ferry, despite fierce resistance.

April 9-12 – Union and Confederate forces skirmish on Prairie D'Ane; though the Confederates abandon the field, Steele diverts from the drive on Shreveport to seek supplies at Camden.

April 18 – A Union foraging party is ambushed and overwhelmed at Poison Spring; the First Kansas Colored Infantry Regiment suffers disproportionately high casualties. Isaac Murphy is inaugurated as governor of Arkansas.

April 25 – Another Union supply detail is crushed at Marks' Mills with heavy losses.

April 30 – Steele's men fight a rearguard action on the Saline River at Jenkins' Ferry that allows his battered and starving army to escape back to Little Rock.

June 6 – The last major battle fought in the Civil War in Arkansas occurs at Ditch Bayou in southeast Arkansas, with the Confederates inflicting heavy casualties on Union attackers.

June 24 – General J.O. Shelby's Confederate cavalry capture and sink the U.S.S. Queen City at Clarendon, the only U.S. gunboat captured by enemy ground forces in Arkansas.

July 27-August 2 – Confederate troops operate against the Federal garrison at Fort Smith.

September 19 – Sterling Price leads most of the cavalry in Arkansas on a raid into Missouri; most will be gone when the army returns on December 2.

September 22 – A special session of the Confederate legislature begins at Washington; it will last until October 2.

1865

January 14 – A well-entrenched Federal force withstands an attack on Dardanelle; this and a Confederate attack on several steamers two days later at Ivey's Ford are the last Confederate attempts to challenge Union control of the Arkansas River.

April 14 - The Arkansas General Assembly approves the 13th Amendment to the U.S. Constitution, bringing the end of slavery one step closer.

May 11 – Gen. M. Jeff Thompson officially surrenders the Confederate soldiers in northeast Arkansas.

June 2 – All Confederate forces in the Transmississippi surrender.

QUESTIONS:

1. Which year did the most events happen in?
2. When did Arkansas surrender?
3. When was the Battle of Hill's Plantation?

Day 2

Still using the timeline please answer the following question.

Using the timeline and what you know about communication during this period, write a paragraph (5 sentences) about how well you believe the common man was being informed of the events happening in Arkansas.

Day 3

Which two dates from the timeline stood out to you the most, why? Explain your answer!

Day 4

The Civil War caused massive devastation in the rural, frontier state of Arkansas. It is estimated that over 7,000 Arkansas Confederate soldiers, 1,700 white Arkansas Union soldiers, hundreds of Arkansas African-American soldiers, and thousands of Arkansas citizens died during this crisis. What caused this war, and what role did Arkansas play in this greatest crisis in American history? One of the immediate causes of the Civil War was the conflict over whether or not America's new Western territories, including New Mexico, Utah, Arizona, and parts of

California, would become slave states or free states. The Southern slave states wanted slavery to expand. The Northern free states did not want slavery to expand, in part because they did not want to compete with unpaid labor. Another conflict that led to the Civil War was Southern resentment of taxes they had to pay on Northern-produced goods such as paper and buttons. Southern states also resented paying taxes to the federal government for improvements such as roads and canals, which were needed more in the industrial North than in the rural South. When Abraham Lincoln, whose political party was against slavery, was elected President of the United States in 1860, seven Southern states seceded. They left the United States of America and formed their own country: the Confederate States of America. Arkansas was asked to become part of the Confederate nation. Arkansas was not sure whether or not to join the Confederacy. At first, Arkansas lawmakers voted not to secede. However, after the Civil War began in 1861 at Ft. Sumter, South Carolina, the lawmakers voted overwhelmingly to leave the United States and join the Confederacy. Thousands of young Arkansas men joined the Confederate army and left home wearing homemade clothes and carrying hunting rifles and shotguns. These volunteer soldiers marched to Little Rock or other larger cities, where they were placed into regiments. Because Arkansas had a small population and was located on the Western edge of the Confederacy, Confederate leaders did not think much fighting would occur in Arkansas. The Confederate government considered Arkansas valuable mainly as a source of soldiers to send East to fight. Some Arkansas soldiers were sent as far away as Virginia for battle. However, fighting did begin in Arkansas almost immediately. The first battles in Arkansas occurred after Confederate generals attacked Missouri to try and bring it into the Confederacy. Union General Samuel Curtis pushed Confederate troops out of Missouri and into northern Arkansas to Pea Ridge. Confederate General Earl van Dorn led his troops, including 800 Cherokee soldiers, to attack the Union soldiers at Pea Ridge on March 7-8, 1862. The battle of Pea Ridge was fierce: about 1,400 Union and 2,000 Confederate soldiers were killed or wounded. After the Battle of Pea Ridge, the largest battle in Arkansas, most of the Confederate soldiers left Arkansas and went to Mississippi to join other Rebel troops. Union General Curtis then marched his men into Helena and occupied the city, liberating thousands of slaves along the way. With thousands of Union soldiers and freed slaves crowded into the small town of Helena, disease and hunger became very common. Union troops got food and supplies by stealing from homes, fields, smokehouses and root cellars in the countryside. Some soldiers began calling Helena "Hell-in-Arkansas" because of the terrible conditions. Throughout the war, disease was common due to unsanitary conditions wherever large numbers of soldiers camped. In fall of 1862 Confederate General Thomas Hindman was sent to command Arkansas. Hindman started conscripting soldiers: forcing young men to join the army. Many men were scared of conscription and began running away to hide. Hindman decided to attack Springfield, Missouri, in another attempt to bring Missouri into the Confederacy. Even though some of his men didn't have shoes or guns, Hindman started marching his army to Missouri. Union troops met the Confederates at Prairie Grove on December 7, and a violent battle was fought. The Union won the Battle of Prairie Grove at a great human cost: 1,261 Union and 1,317 Confederate soldiers were killed or wounded. In December, Hindman decided to move from the area and left behind 4,000 sick and wounded soldiers. The starving, exhausted men slowly walked to Little Rock through freezing rain and snow. Near the end of 1862, the Union decided to overtake the Confederate river town of Vicksburg, Mississippi, which would give the Union control of the Mississippi River. If the Union could control the Mississippi River, they would be able to move boats and men straight through the Confederacy. Union General John McClernand decided to attack the Confederate troops at the Arkansas Post before attacking Vicksburg. Arkansas Post was attacked on January 10-11, 1863. Only 140 Confederates were killed or wounded, but 4,800 were captured and sent to prisoner of war camps. Union casualties totaled 1,100. After Vicksburg fell to the Union on July 4, Arkansas was cut off from the rest of the Confederacy and food and supplies became even more scarce. The Union victories at Pea Ridge, Prairie Grove and Arkansas Post ensured that Missouri would remain in the Union throughout the war. These defeats had another important impact: they plunged northern Arkansas into chaos. Many Confederate and Union soldiers began deserting their armies. If a deserter was caught, he could be executed for treason. Deserters had to stay in hiding and live by stealing food and supplies. Sheriffs and judges left their posts. Schools, courts, and jails stopped functioning. Many citizens took advantage of the unstable situation and began to commit crimes against their own neighbors. Women and children whose men were off fighting were at the mercy of thieves and murderers. Thousands of citizens fled the countryside out of fear, or banded together to protect themselves from guerilla attacks. About a year after the Union occupied Helena, Confederate General Theophilus Holmes tried to recapture the city. His troops attacked Helena on July 4, 1863. Because the Union troops were behind fortifications, they only lost 239 men. However, 1,636 Confederates died, were captured or wounded at the Battle of Helena. The Union victory at Helena led to the Union invasion of Little Rock. General Frederick Steele led 12,000 Union soldiers in a march from Helena to Little Rock. On September 10, 1863, the Union troops captured Little Rock. The Confederate leaders fled Little Rock and set up their government in Washington, Arkansas. Little Rock was the

fourth of eleven Confederate capitals to fall to the Union. During the struggle over Little Rock, 137 Union and about 60 Confederate soldiers died. Many other Confederate soldiers became disheartened watching their capital fall and deserted. The Union also captured Pine Bluff and Fort Smith with minor casualties on both sides. Fayetteville was a Union outpost for most of the war. 8 The last major campaign in Arkansas was when General Steele marched South from Little Rock to participate in a planned invasion of Texas. Steele's campaign was called the "Camden Expedition" and was part of the larger "Red River Campaign," which lasted from March 23 to May 2, 1864. Confederate troops clashed with the Union troops in several places: Marks' Mills, Prairie D'Ane, Jenkins' Ferry, Elkins' Ferry and Poison Spring. The battle of Poison Spring is significant because almost 200 African-American soldiers of the First Kansas Colored Infantry were killed or wounded. After the Confederates won the battle they took the remaining white Union soldiers prisoner, but killed many of the black soldiers. Steele's campaign was not successful, and he marched his men back to Little Rock. Although this campaign had no effect on the war as a whole, at least 260 Union and 904 Confederate soldiers died on these battlefields. Throughout the war, support for the Union steadily grew in Arkansas. Thousands of white Arkansans from northern Arkansas joined the Union army or went to live in Union-occupied towns. Many people from mountainous north Arkansas did not want to fight in support of slavery, because there weren't many slaves in that part of the state. Thousands of black Arkansans also joined the Union army in "colored" regiments. In 1864 a Unionist state government was established in Little Rock. By the end of the Civil War about one-third of Arkansas soldiers were fighting for the Union. The war was over for Arkansas in June of 1865, when General Edmund Kirby Smith surrendered all Confederate forces west of the Mississippi River. The Civil War bankrupted Arkansas and caused the death of approximately one-eighth of the adult male population. Another one-eighth of the population was permanently disabled. Thousands of civilians died from starvation or were killed by the roving bands of guerillas. Someone described the scene in southwestern Arkansas after the war: "Desolation met our gaze; abandoned and burned homes, uncultivated land overgrown with bushes, half starved women and children; gaunt, ragged men, stumbling along the road, just mustered out of the army, trying to find their families and friends, and wondering if they had a home left." The Civil War was the greatest disaster in Arkansas history.

1. How many Arkansans lost their lives during the Civil War?
2. By the end of the Civil war what fraction of Arkansas soldiers were fighting for the Union?
3. What happened on Sept. 10th, 1863?

Day 5.-What were some of the conflicts that led to the Civil War? Use the passage to support your answer. Paragraph format

Day 6.-Reread the highlighted section of the passage to remind yourself what the word constricted means. Now place yourself in the shoes of the men fighting in the war. Write 2 journal entries from the point of view of one of the people being conscripted.

Day 7.-Make a recruitment poster for the Civil War.

English 8th grade

AMI -- English 8th grade

Day 1 Read the passage and answer the questions that follow it.

Stonehenge

One of Britain's most intriguing architectural mysteries, Stonehenge, is a circular group of standing stones resting on Salisbury Plain in southern England. The arrangement measures 300 feet in diameter. While the origins are uncertain, one of the theories proposes that construction on Stonehenge began during the 3000 B.C. during the Neolithic Age by an ancient group of people called the Beaker Folk. Stonehenge was completed in three phases. The first phase, around 3100 B.C., consisted of wooden circles that were surrounded by a ditch and bank. The people dug the ditch with animal bones and deer antlers, which have been discovered by excavators. The second phase, around 2500 B.C., was built from blue stones. These stones, each weighing around five tones, were dragged from the Prescelli Mountains and floated on rafts up the Avon River. Before this phase was

complete, the stones were rearranged around 2300 B.C. Then, sandstones were brought and hammered to size. The placement of these stones is considered the third stage. The completed Stonehenge features an egg-shaped center and an Altar Stone.

Many myths and legends exist to explain the origins and uses of Stonehenge since ancient times. For many years, people thought the Stonehenge was a temple used by druids or sorcerers. However, the druids did not arrive in Britain until 250 B.C. Today, druids and other religious groups consider Stonehenge a sacred site of worship. Because of the **precise** positions of the stones, it may have been used as an observatory to predict eclipses and observe the positions of the sun and moon. UFO sightings have occurred at Stonehenge, leading some people to claim that the site is used for alien landings. While many theories exist, the latest one indicates that Stonehenge was used as the burial grounds for a royal family that ruled the area since prehistoric times.

1. Which of the following would be the best title for the passage?

- a. The Mystery of Stonehenge
- b. Stone Formations
- c. Stonehenge: Ancient Observatory
- d. Neolithic Creations

2. Why did the author write this passage?

- a. to describe the druids
- b. to describe the legends
- c. to explain how Stonehenge could not have been built without machinery
- d. to explain how and why Stonehenge was built

3. According to the passage, how was Stonehenge constructed?

- a. Blue stones from the Prescelli Mountains were placed in a circular formation.
- b. Stonehenge was made of wool and stones by the druids.
- c. Stonehenge was made of timber and stones the three phrases.
- d. Ditches were made from bones after blue stones were put into place.

4. In a well-developed paragraph, answer the following question.

Why was Stonehenge constructed? Use evidence from the passage and explain.

Mrs. Baldwin's Reading Lab Day 1: Answer the following after re-reading the above passage.

1. As used in the passage, the word precise most nearly means

- a. magical
- b. random
- c. specific
- d. Geographic

2. According to the passage, which statement is true?

- a. Stonehenge was completed in four phases.
- b. Beaker Folk constructed Stonehenge.
- c. Stonehenge may have been used as an observatory.
- d. Christians use Stonehenge as a center for worship.

Day 2 Use the following prompt to write an essay.

Which makes a better college choice-in town or out of town? Consider the positions below as you think about how you would answer this question.

- Attending college at home is convenient and easy.
- Attending college out of town gives you more opportunities.

Now take a position on this question, and write a persuasive essay in which is the better choice-in town or out of town. Be sure to provide reasons for your position and examples for your reasons. Remember to include your counterclaim.

Day 3 Use the following paragraph to answer questions 1—4.

_____. ¹A study showed that people aged nine to eleven are on the Internet at least three times per week doing stuff. ²Teenagers between fifteen and seventeen are online an average of five times each week. ³As a person whose mom makes a living on the computer, I see her constantly suffer the frustrating experience of

1. Which is the **best** topic sentence for the paragraph above?
 - A. Studies show that two-thirds of people between the ages of nine and seventeen prefer the Internet to television.
 - B. Kids should use the computer only for worthwhile purposes.
 - C. It is amazing to think that the Internet has become so popular with teens.
 - D. When kids spend excessive time playing on the Internet, they hinder the jobs of some adults.
2. What would be the **best** way to revise the underlined part of sentence 1?
 - A. to play games, write notes, and download music.
 - B. just messing around.
 - C. wasting time.
 - D. instead of doing their homework.
3. Write a concluding sentence to the paragraph.
4. Put prepositional phrases in parenthesis.

Mrs. Baldwin's Reading Lab Day 2: Answer Questions 5 and 6.

5. Circle the direct objects and underline the indirect objects in the sentences in the paragraph above.
Remember not all sentences will have them.

Day 4 Use the following prompt to write an argumentative essay.

Should everyone in America have the privilege to vote regardless of age? Consider the positions below as you think about how you would answer this question.

- **Yes** - Everyone should be able to vote.
- **No** - Everyone should not be able to vote.

Now take a position on this question, and write an argumentative essay about whether or not everyone in America should vote. Be sure to provide reasons for your position and examples for your reasons. Remember to include your counterclaim.

Day 5 Carter's teacher asked him to write a short essay about whether or not everyone in America should vote. The following is the essay he wrote in response to this prompt from his eighth-grade social studies teacher.

¹George Washington and all of the other great leaders who fought in the Revolutionary War would be very disappointed in Americans today. ²The right to choose who will represent us in government has lost its importance. ³Too many people do not

6. Which is the **best** way to revise sentences 4 and 5?
 - A. It takes forever getting around once she has finally been successful.
 - B. Once she has finally succeeded in getting online, it takes forever to get from site to site.
 - C. It takes forever and ever to get from one site to another and that is even after she finally gets online!
 - D. She feels like it takes an eternity to get on and then she has to wait and wait to get from site to site.

**Mrs. Baldwin's Reading Lab Day 3:
Answer question 7.**

7. Which of the following provides the **best** evidence for sentence 6?
 - A. When schools were closed during a recent blizzard, my mom had to stop working because the Internet was jammed with kids chatting and surfing.
 - B. the time young people spend on the Internet is unfair to adults who work on weekends.
 - C. One school day last month, she was trying to complete a major project and had a hard time getting onto the Internet at 10 am.
 - D. My mom uses the Internet every day of the week.

vote in elections and are just throwing away their right our founding fathers fought to give them. ⁴If people do not stand up and choose their own leaders, someone else will do it for them: and who knows what those leaders will stand for? ⁵Many people struggled and died to give us the right to vote, and we should always honor that sacrifice by voting in every election.

⁶The main purpose of the Revolutionary War was to break free from rulers who did not give their people a say in their own government. ⁷British colonists in America lived far away from their leaders in the British Parliament, and could not have a physical presence in government due to the distance between America and England. ⁸This led to a denial of the rights that these colonists would have had if they still lived in England. ⁹Tired of "taxation without representation," as the popular slogan went during this time in history, the colonists felt so strongly that they should have a say in their government that they took up arms against their own countrymen and fought for their freedom.

¹⁰Today, Americans take the fact that they have had voting rights for over 200 years for granted. ¹¹That's why I voting isn't as important as it was back in the day. ¹²If you look at how other people and countries have all fought for the right to vote, and continue to do so even today, it's plain to see that voting is something that should still be important in our society.

¹³We should all remember the sacrifices that have been made to ensure our freedoms, and we should take full advantage of those freedoms. ¹⁴If we don't, those who die to ensure that all Americans have the right to life, liberty, and the pursuit of happiness will have died in vain. ¹⁵I hope that my generation will be the first of many to make voting one of our most important and treasured rights once again.

1. Which of the following answer choices presents the *best* revision of sentence 3?

- A. Too many people do not vote in elections and just throw away their right our founding fathers fought to give them.
- B. Too many people do not vote in elections, and, as a result, throw away one of the basic rights are founding fathers fought so hard to insure for future generations.
- C. Too many people today do not value their right to vote as much as our founding fathers.
- D. Too many people choose not to vote in elections and throw away our founding fathers rights.

2. Which of the following is the *best* way to revise sentence 11 so that the style the writer uses throughout the rest of the essay is maintained?

- A. Our culture has devalued voting to the point that many simply do not care that an entire war was fought so that they could have the right in the first place.
- B. Voting isn't as important as it was back in the day.
- C. The devaluation of the right to vote by American society has resulted in the overall apathy of our citizenry when it comes to exercising their rights given to them as a result of the Revolutionary War.
- D. People don't think of voting as important anymore

3. Which sentence States the main point of Carters essay?

- A. 2
- B. 3
- C. 4
- D. 5

4. Which sentence, if added after seeing its 10, would make Carter's point in the third paragraph more persuasive?

Mrs. Baldwin's Reading Lab Day 4:

- A. The fights about voting rights that people in other countries are in great gauged and even now seem so far removed from Life in the US.
- B. Americans don't have any memory of having to fight for the right to have a voice in government.
- C. For the most part, are citizens have had the right to vote for their entire lives semicolon it's something that has just always been there.
- D. They should remember that this right was something that had to be fought for, not something that was given to all citizens.

5. Which of the following pieces of advice would you give Carter to help him make his argument clear and more persuasive?

- A. Ask a few questions about why Americans today don't have their right to vote.
- B. Provide more information about how and why Americans today do not value their right to vote, including examples and statistics.
- C. Added a personal story about your family's history as Revolutionary War activist.
- D. Provide more information about why the British colonists choose to fight for independence.

Shown below is a "SCAMPER" activity. In this exercise, you're encouraged to think creatively and come up with original ideas. The term SCAMPER is an acronym that you use to form new concepts or designs. Simply think of things that you can:

- S - Substitute
- C - Combine
- A - Adapt
- M - Modify
- P - Put to another use
- E - Eliminate
- R - Reverse



Design three icons or emoticons that can be used to show tone while reading. How might these images be used to help students or other readers?

Mrs. Baldwin's Reading Lab Day 5:

Shown below is a "What would happen if?" scenario. In this exercise, you must consider a specific set of circumstances that does NOT exist in reality. This will force you to think about the power of "cause-and-effect," and how a very specific change could have an impact on the entire world around us.

What if... you could interview any person, past or present?

Who would you choose to interview, and what are a few questions you would ask them?



What if... you could interview any person, past or present?

Who would you choose to interview, and what are a few questions you would ask them?

Day 6 Read the poem. Then, answer the questions.

An American in Austria

**A tourist wandering the Alps in July,
I drink in the mountain mix of snow, green, and wild blue sky.
I rent a boat—without a hum,
And float across a lake as smooth and glassy as a drum.
Ancient Nazi medals lurk cold and deep.
A list of heroes on the monument in town makes me weep.
In World War II, each country paid the cost.
An old man strokes a name and a tear. O, how much we both have lost!**

1. Which line of the poem supports the claim that much has been lost?
 - A. "A tourist wandering the Alps in July"
 - B. "And float across a lake as smooth and glassy as a drum."
 - C. "A list of heroes on the monument in town makes me weep."
 - D. "I rent a boat—without a hum"
2. The line "An old man strokes a name and a tear" suggests the poem addresses which of the following themes?
 - A. the tragedy of war
 - B. man versus nature
 - C. the power of history
 - D. regrets of the elderly
3. How does the poet's point of view make the poem more dramatic?
 - A. The first-person language builds suspense, with the beginning lines suggesting the author is embarking on an adventure.
 - B. The omniscient perspective suggests the effects of war are far in the past.
 - C. The first-person language makes the experience of war more personal, even as the author explores the idea of an enemy feeling loss.
 - D. The limited third-person perspective reassures the reader that the tragedy of war is limited to the past.
4. How does the simile *as smooth and glassy as a drum* add meaning to the poem?
 - A. It references the Alps' rich musical heritage.
 - B. It implies that, despite the quiet boat ride, this town may be home to a history that is difficult to ignore, just like the sound of a drum.
 - C. It shows the narrator is looking at his reflection in the lake.
 - D. This is the most important image in the poem, and the poet wants to draw attention to it.
5. Which detail in the poem supports the inference that Austria fought in opposition to America in World War II?
 - A. "Ancient Nazi medals lurk cold and deep."
 - B. "I rent a boat—without a hum"
 - C. "A tourist wandering the Alps in July"
 - D. "A list of heroes on the monument in town makes me weep."
6. Which answer best summarizes the events of this poem?
 - A. An American tourist in Austria discovers terrible Nazi secrets protected by some villagers.
 - B. An American tourist in Austria stages a protest at a WWII monument.
 - C. An American tourist in Austria remembers the cost of war as he sees a villager who lost a relative during WWII.
 - D. An American tourist in Austria takes a boat out on a lake.
7. As described in the poem, what is the cost that each country paid in World War II?
 - A. millions of dollars
 - B. millions of lives
 - C. hundreds of Nazi medals buried underwater
 - D. the ability to breathe in clean mountain air

Read the poem and answer the questions that follow.

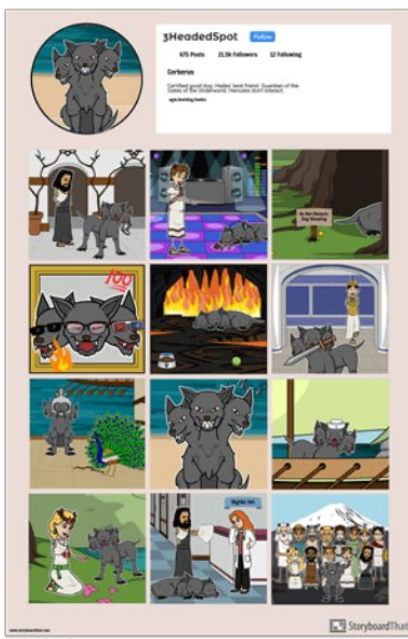
Dawn
By Paul Laurence Dunbar

Paul Laurence Dunbar (1872-1906) was an important African American poet, novelist, and playwright. In this poem, a speaker describes dawn — when light first starts to appear in the sky before the sun rises. As you read, take notes on the author's choice of words to describe nature.

**An angel, robed¹ in spotless white,
Bent down and kissed the sleeping Night.
Night woke to blush;
the sprite² was gone.
Men saw the blush and called it Dawn.**

- PART A: What is the main theme of the poem?
 - There is nothing more beautiful than a sunny day.
 - It sometimes feels like the day goes faster than the night.
 - People enjoy the night more than they enjoy the day.
 - Humans can appreciate beautiful events in nature.
- PART B: Which detail from the text best supports the answer to Part A?
 - “An angel, robed in spotless white” (Line 1)
 - “Bent down and kissed the sleeping Night.” (Line 2)
 - “the sprite was gone.” (Line 3)
 - “Men saw the blush and called it Dawn.” (Line 4)
- Which of the following describes what the “angel, robed in spotless white” represents in line 1?
 - a made-up creature
 - the beginnings of daylight
 - the fading sunlight
 - a beautiful woman

Day 7 - [Create a social media profile](#) for a character of a novel we have studied this year using [StoryboardThat.com](#), [Canva.com](#), [Google Docs](#), [Google Slides](#), poster board, etc.



The Days Have Names

By JonArno Lawson

JonArno Lawson is a writer of books for both children and adults. In this poem, a speaker discusses what receives a name and what goes nameless. As you read, take notes on what things have names.

The days have names,
the months have names,
and so do clouds and hurricanes.
But not the weeks:
of weekly names nobody speaks—
it doesn't seem to bother us
that weeks pass by,
anonymous.

1. PART A: Which sentence describes the message of the poem?
 - A. We have names for some things, but not others.
 - B. Counting weeks is difficult because they don't have names.
 - C. It's more important for weeks to have names than for storms.
 - D. Something must be important enough to earn a name.
2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "The days have names, / the months have names" (Lines 1-2)
 - B. "and so do clouds and hurricanes." (Line 3)
 - C. "of weekly names / nobody speaks—" (Lines 5-6)
 - D. "that weeks pass by" (Line 8)
3. Which of the following describes how people feel about names for weeks?
 - A. People are curious about why the weeks don't have names.
 - B. People don't mind that the weeks don't have names.
 - C. People are angry that the weeks don't have names.
 - D. People are sad that the weeks don't have names.

Day 8 - INFINITIVE AND GERUND PHRASES

An infinitive is a verb form that acts as a noun, an adjective, or an adverb. An infinitive phrase is the infinitive plus its own modifiers, objects, or complements.

- An infinitive phrase begins with the word **to**.
 - Acting as a noun: To read is my greatest pleasure.
 - Acting as an adjective: He is the best doctor to see for that condition.
 - Acting as an adverb: I was hoping to see you before you go.

A gerund is a verb that acts as a noun and ends with **-ing**. A gerund phrase is a gerund plus its own modifiers, objects, or complements.

- A gerund or gerund phrase can function as a subject, direct object, predicate noun, or as the object of a preposition.
 - Acting as a subject: Reading is my greatest pleasure.
 - Acting as a direct object: I like watching movies.
 - Acting as a predicate noun: My favorite step is kneading the dough.
 - Acting as an object of a preposition: We will leave after eating breakfast.

A. Directions: Read the sentences. Label the sentence I if it contains an infinitive and G if it contains a gerund.

1. _____ Taking the garbage out is my least favorite chore.
2. _____ I'd like to rent a movie.
3. _____ Singing in front of an audience is terrifying.
4. _____ Would you be able to make a reservation at the restaurant?

B. Directions: For each sentence from Part A, change the gerund to an infinitive or the infinitive to a gerund.

Write a new sentence that uses the new infinitive or gerund.

1. _____
2. _____
3. _____
4. _____

Mrs. Baldwin's Reading Lab Day 8:

1. The poem was called _____.

Which of the following is the correct way to complete the sentence above?

- | | |
|--------------------------------|--------------------------------|
| A. "Incident In a Rose Garden" | C. Incident In A Rose Garden |
| B. Incident in a Rose Garden | D. "Incident in a Rose Garden" |

2. Yesterday, we read a story called _____.

Which of the following is the correct way to complete the sentence above?

- | | | | |
|---------------------------|---------------------------|---------------------------|-------------------------|
| A. "The Name of the Game" | B. "the Name of the Game" | C. "The Name Of The Game" | D. The name of the Game |
|---------------------------|---------------------------|---------------------------|-------------------------|

3. _____ was missing from the rolling cart.

Which of the following is the correct way to complete the sentence above?

- | | | | |
|----------------------------|------------------------------|----------------------------|----------------------------|
| A. The taming of the shrew | B. "The taming of the Shrew" | C. The taming of the Shrew | D. The Taming of the Shrew |
|----------------------------|------------------------------|----------------------------|----------------------------|

4. Which of the following statements is a fact?

- A. Ski Resorts are the best place to go on Spring Break.
- B. I think you should buy the red dress instead of the black.
- C. LSU won the football National Championship.
- D. Every high school English class should read at least two Shakespeare plays per year.

5. Which of the following is an example of a stated opinion?

- | | |
|--|---|
| A. A new President will be elected November, 2008. | C. He was once the governor of Arkansas |
| B. Mike Huckabee will probably win. | D. If he wins, he will be the second President from Arkansas. |

Day 9

The Elephant and the Crocodile

By H. Berkeley Score

In this fable, a Crocodile and an Elephant argue about which is the better animal. A Lion proposes a challenge to help them answer this question. As you read, take notes on the Crocodile and the Elephant's abilities.

An Elephant and a Crocodile were once standing beside a river. They were disputing as to which was the better animal. "Look at my strength," said the Elephant. "I can tear up a tree, roots and all, with my trunk." "Ah! But quantity is not quality, and your skin is not nearly so tough as mine," replied the Crocodile, "for neither spear, arrow, nor sword can pierce it." Just as they were coming to blows,¹ a Lion happened to pass. "Heyday,² sirs!" said His Majesty, going up to them, "let me know the cause of your quarrel."³ "Will you kindly tell us which is the better animal?" cried both at once. "Certainly," said the Lion. "Do you see that soldier's steel helmet on yonder wall?" pointing at the same time across the river. "Yes!" replied the beasts. "Well, then," continued the Lion, "go and fetch it, and bring it to me, and I shall be able then to decide between you." Upon hearing this, off they started. The Crocodile, being used to the water, reached the opposite bank of the river first, and was not long in standing beside the wall. Here he waited till the Elephant came up. The latter, seeing at a glance how matters stood, extended his long

trunk, and reached the helmet quite easily. They then made their way together back again across the river. The Elephant, anxious to keep up with the Crocodile in the water, forgot that he was carrying the helmet on his back, and a sudden lurch⁴ caused the prize to slip off and sink to the bottom. The Crocodile noticed the accident, so down he dived, and brought it up in his capacious⁵ mouth. They then returned, and the Crocodile laid the helmet at the Lion's feet. His Majesty took up the helmet, and addressing the Elephant, said: "You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it. And you," said the Lion, turning to the Crocodile, "although unable to reach the helmet, were able to dive for it and save it. You are both wise and clever in your respective⁶ ways. Neither is better than the other."

1. to start fighting after a disagreement
2. an old term that expresses joy or surprise
3. Quarrel (noun): an angry argument
4. Lurch (verb): to make a sudden and uncontrolled movement
5. having a lot of space; roomy
6. belonging or relating separately to each person

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence from the story helps the reader understand the meaning of "disputing" as it is used in paragraph 1?
A. "Heyday, sirs!" said His Majesty, going up to them, "let me know the cause of your quarrel." (Paragraph 5)
B. "Upon hearing this, off they started." (Paragraph 10)
C. "The latter, seeing at a glance how matters stood, extended his long trunk, and reached the helmet quite easily." (Paragraph 11)
D. "'And you,' said the Lion, turning to the Crocodile, 'although unable to reach the helmet, were able to dive for it and save it.'" (Paragraph 13)
2. PART B: Which word has the opposite meaning of "disputing"?
A. confessing B. discussing C. questioning D. agreeing
3. PART A: How does the Lion react to the question the Elephant and the Crocodile ask in paragraph 6?
A. He disappoints them by refusing to answer. C. He shows interest in helping them solve their problem.
B. He causes conflict by proposing a silly contest. D. He addresses them as if they are less important than he is.
4. PART B: Which detail from the story provides evidence for the answer to Part A?
A. "'Do you see that soldier's steel helmet on yonder wall?'" (Paragraph 7)
B. "'go and fetch it, and bring it to me, and I shall be able then to decide between you.'" (Paragraph 9)
C. "His Majesty took up the helmet" (Paragraph 12)
D. "'You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it.'" (Paragraph 13)
6. In the fable, it was important for the two animals to work together to succeed. What are other situations in which you think people or animals need to work together to succeed? Are there some tasks that are more easily accomplished alone? What makes a task easier for one person to complete rather than two?

Mrs. Baldwin's Reading Lab Day 9: Use the fable, *The Elephant and the Crocodile*, above to answer the following questions.

1. PART A: Which character trait best describes the Lion?
A. wise B. brave C. kind D. humorous
2. PART B: Which quotation from the story supports the answer to Part A?
A. "Just as they were coming to blows, a Lion happened to pass." (Paragraph 4)
B. "'Do you see that soldier's steel helmet on yonder wall?'" (Paragraph 7)
C. "'Well, then,' continued the Lion, 'go and fetch it, and bring it to me, and I shall be able to decide between you.'" (Paragraph 9)
D. "'Neither is better than the other.'" (Paragraph 13)
3. PART A: Which sentence best states a theme in the story?
A. We all have different strengths. C. We all have the power to help others.
B. We should try to be patient with others. D. We should always put forth our best efforts.
4. PART B: Which detail from the story best shows this theme?
A. "'Ah! but quantity is not quality, and your skin is not nearly so tough as mine'" (Paragraph 3)
B. "The Crocodile, being used to the water, reached the opposite bank of the river first" (Paragraph 10)
C. "a sudden lurch caused the prize to slip off and sink to the bottom." (Paragraph 12)

Day 10

Kim got a cute dress for her birthday. It has spaghetti straps. She wanted to show her friends her new dress, so she wore it to school. She got called into the principal's office and was told she needed to call her mother to bring her something else to wear because it did not meet the school dress code. Does the school have the right to regulate your freedom?

Consider the positions below as you think about how you would answer this question.

- Yes—the school does have the right to regulate freedom.
- No—the school does not have the right to regulate freedom.

Now, take a position on this question and write a persuasive essay in which you argue for your position. Be sure to provide reasons for your position and examples to support your reasons.

Mrs. Baldwin's Reading Lab Day 10: *Etymology* is "the study of the origin of words and the way in which their meanings have changed throughout history." For instance, the word *announce* comes from Middle English, from Anglo-French *annuncier*, from Latin *annuntiare*, from ad- + *nuntiare* to report, from *nuntius* messenger. Its modern meaning is "to make publicly known; to give notice of the arrival, presence, or readiness of."

Directions: Choose the word that best fits each sentence. Use each word only once.

A. meteoric

B. glacial

C. dazzle

D. fraternize

E. ignition

F. plenty

1. The lecture was so boring that time seemed to move at _____ speed.
2. We were warned to be careful with the chemicals because if they mixed there could be a sudden _____.
3. Don't worry about using too much glue—we have _____.
4. After her first song became a hit, Helena's rise to fame was _____.
5. When Jacques became a guard, he was told not to _____ with his prisoners.
6. The magician was sure of his talent; he knew he would _____ his audience.

Math

You will find 3 columns below. Day 1 is the first column, Day 2 is the second and Day 3 is the third. Work the problems and convince your teacher of your answers by writing 1 or 2 sentences to support your reasoning.

Rational and Irrational Roots

Directions: Using [integers](#) 0 to 9 (without repeating any number), fill in the boxes to create the following number types.

$\sqrt{\square\square}$	Produces a number that can be classified as a irrational number
$\sqrt{\square\square}$	Produces a number that can be classified as a rational number
$\sqrt{\square\square}$	Produces a number that can be classified as a rational number
$\sqrt{\square\square}$	Produces a number that can be classified as a irrational number
$\sqrt{\square\square}$	Produces a number that can be classified as a irrational number

Exponent Exploration

Directions: Use the digits 1 to 9, at most one time each, to fill in the boxes to make two true number sentences.

$$\square\square^{\square} = 64$$

Using the graph from the Science assignment on Day 3, write the equation of the line in slope-intercept form and graph it.

Equation:

Standard Form

Directions: Use any whole number from 1 to 9 to find the steepest and flattest slope. Also, find the highest and lowest y-intercept. You may only use a number once.

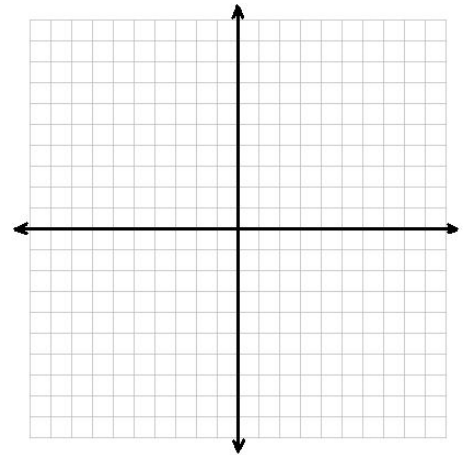
$$\square x + \square y = \square$$

Create a System of Two Equations

Directions: Use non-zero whole numbers 1 to 30, at most once each, to create a system of two linear equations where (3, 2) is the solution to the system.

$$\begin{cases} \square x + \square y = \square \\ \square x + \square y = \square \end{cases}$$

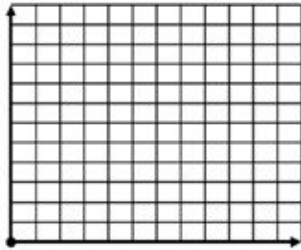
Graph:



Day 4

2. Below is the table of data regarding the cherry blossom trees in Washington D.C. A) Make a scatter plot of the given data.

Average Temp (°C)	1.5	5.8	2.4	4.0	4.7	5.4	3.2	5.0
Date in April trees bloom	28	3	25	21	14	8	20	6



Day 5

Examples: Two-Way Frequency Table (Bivariate data)

1) You survey friends about the type of party they enjoy most.

		Gender		
		Male	Female	Total
Party Type	Bowling	6	2	8
	Skating	3	11	14
	Dancing	1	3	4
	Total	10	16	26

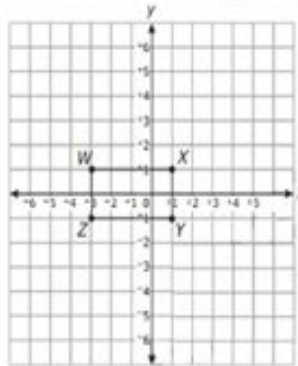
Make a relative frequency table from this data.

Day 6

Using the work from Day 5, make a segmented bar graph.

Day 7

Q: Rectangle $WXYZ$ will be dilated by a scale factor of $\frac{2}{3}$, creating rectangle $W'X'Y'Z'$.



What will be the perimeter of rectangle $W'X'Y'Z'$?

Day 8

Solve for n. Show all work.

$$30 = -5(6n + 6)$$

Day 9

Solve for n. Show all work.

$$4n - 40 = 7(-2n + 2)$$

Day 10

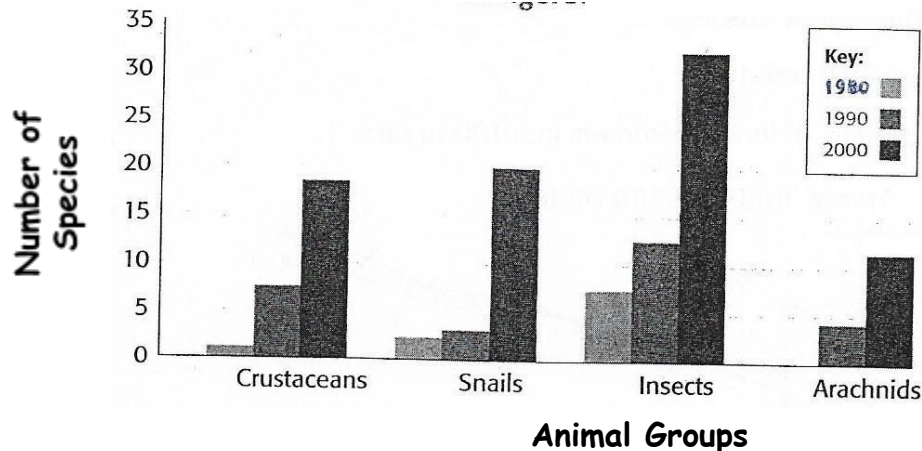
Solve for x. Show all work.

$$\frac{1}{3}x + 6 = 12$$

Science

Day 1: Using the graph below, answer questions 1 and 2.

Number of Endangered Animal Species



1. Using the graph, summarize the pattern shown by the data for all groups from 1980 to 2000.
2. Which animal group shows the largest increase in the number of endangered species for the time periods shown?

Day 2: Using the data table below, answer questions 1 and 2.

Average Monthly Rainfall in Two Cities (in mL)

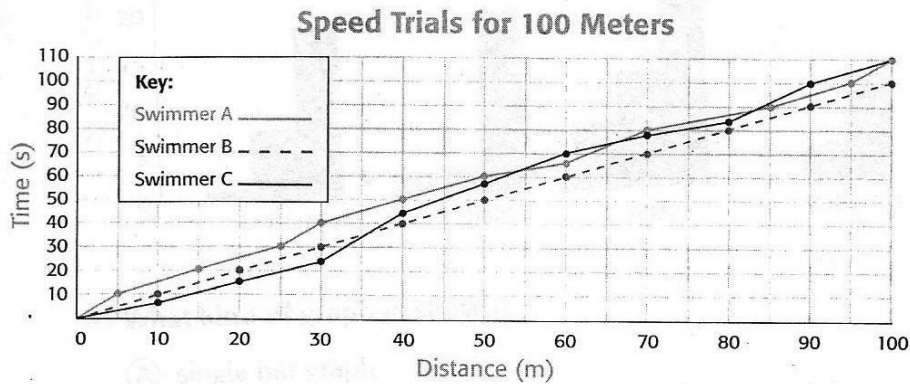
	Jan.	Feb.	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Phoenix	17	21	19	6	3	1	16	29	22	14	14	27
Honolulu	142	109	118	76	63	51	72	70	53	95	118	153

1. Using the data table, complete the following

Value	Cities	
	Phoenix	Honolulu
Mean		
Median		
Mode		

2. What is the difference in rainfall between Phoenix and Honolulu for March and December?

Day 3: Using the graph, answer questions 1-2



- Which swimmer maintained a constant speed throughout the race?
 - Swimmer A
 - Swimmer B
 - Swimmer C
 - None of the swimmers
- Which conclusion is supported by the graph?
 - Swimmers A and C tied for second place.
 - Swimmer B had traveled farther after 30 seconds than Swimmer A.
 - Swimmers A and C swam at the same speed for the first 10 seconds of the race.
- Which is an inference about the performance of Swimmer A?
 - Swimmer A came in second.
 - Swimmer A won the race.
 - Swimmer A got tired after 45 seconds and her speed slowed.
 - Swimmer A swam faster than swimmer C.

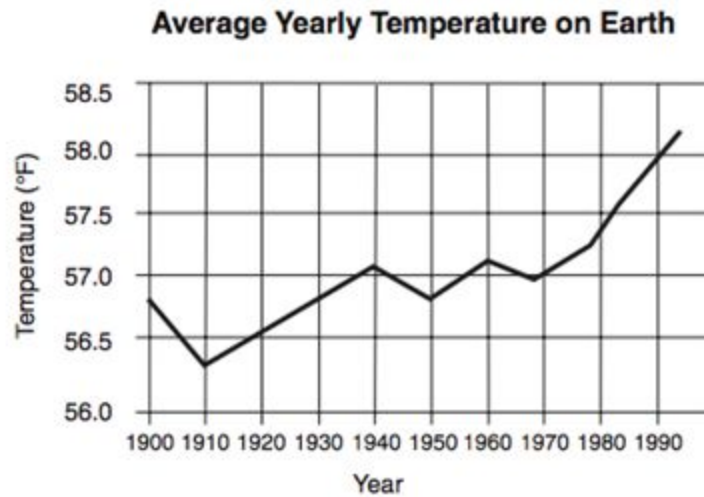
Day 4: Write a hypothesis using the "If, then because" format for the following

- Can reading small print cause a headache?
- Does the amount of iron in the water affect plant growth?
- Can plant growth be increased by increasing the brightness of the light?
- Will toddlers grow taller if they drink more milk?
- Will being in the sun too long without sunscreen cause skin cancer?

Day 5: For the following state the hypothesis, independent variable, control, and dependent variable.

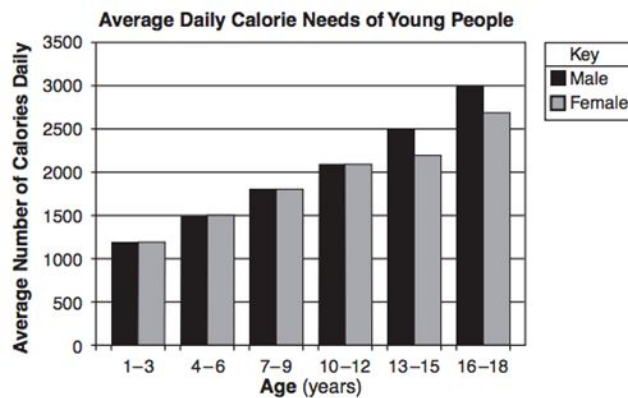
1. A bug repellent is sprayed on one arm of Frank. The other arm is not sprayed. The number of bug bites is recorded after 2 hours.
2. One chicken is injected with a growth hormone while another chicken is not injected. Both chickens are massed after a year.

Day 6: Using the graph, answer the questions below.



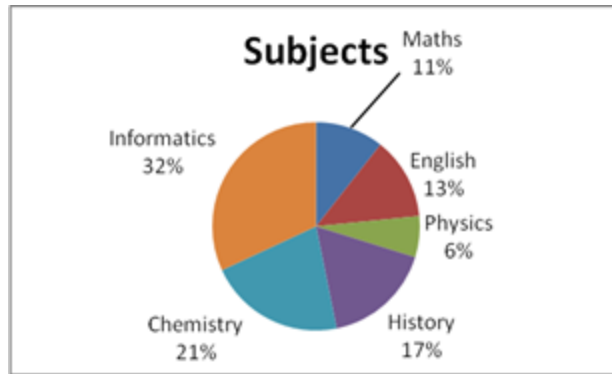
1. Describe what happened to the average yearly temperature on Earth from 1970 to 1990.
2. What was the lowest average yearly temperature in the period shown?
3. In which 10-year time interval did the average yearly temperature show both an increase and decrease?

Day 7: Using the graph below, answer the questions that follow.



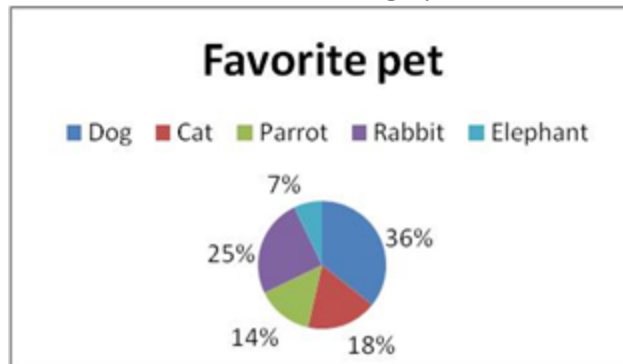
1. How many more average daily Calories are needed by a 17-year-old male than by a 17-year-old female?
2. Which statement is supported by the graph?
 - a) At age 9, a female needs the same daily Calories as a male.
 - b) At age 14, a female needs more daily Calories than a male.
 - c) An 11-year-old child needs twice as many daily Calories as a 6-year-old child.
 - d) An 8-year-old female needs fewer daily Calories than a 5-year-old male.

Day 8: Using the graph below, answer the questions that follow.



1. About what percent of subjects represents English?
A. 29% B. 13% C. 27% D. 6%
2. How many people chose Math?
A. 45% B. 11% C. 23% D. 21%
3. About what percent of subjects represents Chemistry?
A. 21% B. 14% C. 11% D. 6%
4. How many people choose History as their favorite subject?
A. 29% B. 14% C. 17% D. 6%
5. How many people chose Informatics?
A. 32% B. 14% C. 13% D. 6%

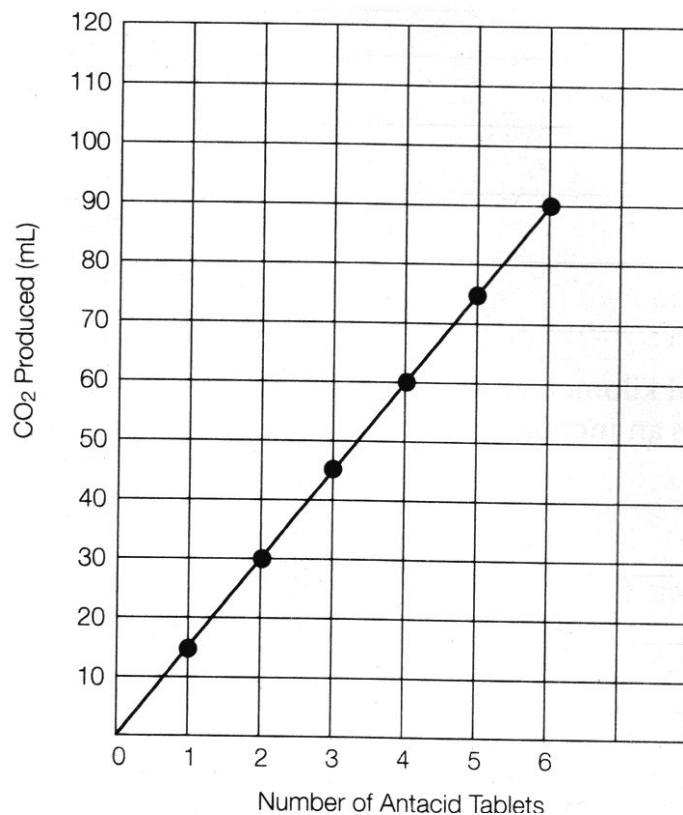
Day 9: Using the graph below, answer the following questions.



1. About what percent of pets represents dog?
A. 29% B. 7% C. 36% D. 6%
2. How many people chose cat?
A. 25% B. 18% C. 14% D. 15%
3. How many people chose Rabbit?
A. 25% B. 14% C. 18% D. 7%
4. About what percent of pets represents Parrot?
A. 34% B. 14% C. 25% D. 5%
5. Which is the most popular pet?
A. Dog B. Cat C. Parrot D. Elephant

Day 10: Using the graph, answer the questions that follow.

Amount of CO₂ Produced Per Antacid Tablet



1. How much CO_2 gas is produced by each antacid tablet?
2. How much CO_2 gas is produced by four antacid tablets?
3. How many antacid tablets did it take to produce 45 mL of CO_2 gas?
4. What is the relationship between the number of antacid tablets used and the amount of CO_2 produced?
5. Using the data in this experiment, predict how many antacid tablets it would take to produce 120 mL of CO_2 gas.

Art Class

Use the loose paper provided to create a drawing for each instruction.

Day1 Draw what you see outside your window.

Day2 Draw three of your favorite things.

Day3 Draw your name in bubble letters.

Day4 Draw a flower.

Day5 Draw what your room looks like.

Day6 Draw a tree.

Day7 If you could be any animal what would it be? Draw it out.

Day8 Draw your favorite food.

Day9 Create your own cartoon character.

Day10 If you could have any car in the world what would it be? Draw it out.

PE classes:

Day 1: Go run outside in your yard or at the park. Is running in there less or more difficult than running on grass, the gym floor, or the turf at the stadium?

Explain why you think that. Use complete sentences, proper grammar, and structure.

Day 2: Play a game or games (inside or outside) with friends or family or both.

NOT a video game!

Write a 1 page paper on the game played, how the game was played, and who won (if score was kept).

Use complete sentences, proper grammar, and structure.

Day 3: Create a NEW game and write it down.

Include rules, objectives, scoring, participants needed, and any other information needed.

Use complete sentences, proper grammar, and structure.

Day 4-Using a Dictionary, define a word for each letter of the alphabet that relates to Physical Activity or Physical Education.

Write out the word AND the complete definition.

Words should be in alphabetical order.

(you should have 26 words and 26 definitions)

Day 5-List the rules for regular Kickball.

Draw a kickball field. Diagram and Label the field correctly. Include: fair and foul territory, bases, pitchers area.

Day 6-List 5 games you like to play in PE and explain WHY you like playing each of those games.

Day 7-List 5 games you dislike playing and explain why you dislike playing each of those games.

Day 8-Make up a game to play. Include: rules, positions,number of players needed,

MUSIC ROTATION

DAY 1: A shuttle is being rocketed into space with the hopes of encountering an alien life form; it will be carrying a capsule that will hold various items meant to explain humanity and our culture. In this capsule will be a set of headphones and an Ipod that will have 2 music selections on it which will help to explain or describe our culture and what humanity means.

Directions: On a separate piece of paper, write the title of 2 music selections you think should go in the capsule, and then in 1-2 sentences explain why you think each one is the best choice.

1. Title: _____

Explanation: _____

2. Title: _____

Explanation: _____

DAY 2: On a separate piece of paper, write a 3-4 sentence paragraph answering the following questions...

1. What is your favorite piece of music to listen to?

2. What is the song about?

3. Describe how it makes you feel.

Day 3: So many famous people have said many quotes about music being a form of expression--some may say that it is the "universal language" even. Read the quotes below. On a separate sheet of paper choose one of the quotes that appeals to you as a key idea that you reference as you write a 4-6 sentence paragraph explaining whether you agree with the idea that "music is the universal language" or not. Be sure to support your opinion.

"Music expresses that which cannot be said and on which it is impossible to be silent"--Victor Hugo

"Where words fail, music speaks."--Hans Christian Anderson

"The world's most famous and popular language is music."—Psy

"I think music in itself is healing. It's an explosive expression of humanity. It's something we are all touched by. No matter what culture we're from, everyone loves music."--Billy Joel

DAY 4: Master Musician

On a sheet of paper, Write a paragraph for the following question:

Would you rather be an accomplished singer or play an instrument well? What would you do **if you had immense talent in creating music** with your voice or instrument?

DAY 5: Conductor's Crisis

On a sheet of paper, Write a paragraph for the following question:

The sweeping sound of an orchestra is created by many parts working as one. String, brass, woodwind, and percussion instruments perform together to create the movie score for *Star Wars* or a Broadway overture for *Beauty and the Beast*.

Imagine that you are a famous conductor, and your string (or brass or woodwind or percussion) section has gone on strike just before an important performance. The curtain is supposed to rise three hours from now! How will you save the show?

DAY 6: Make Me An Instrument

On a sheet of paper, Write a paragraph for the following question:

Personification is when you **make an object think and act like a human**. Use descriptive words and personification to write about what it's like to be a musical instrument such as a piano, violin, guitar, or drum.

DAY 7: Wildkitten Jungle Band

On a sheet of paper, Write a paragraph for the following question:

Imagine you are trying to start a **rock band, praise band, or string quartet** in the middle of a wild forest or jungle. What kinds of natural materials will you use to make instruments? What sorts of interruptions will you encounter during rehearsals? Write about how you will overcome these challenges and reach musical success.

DAY 8: Music's Charms

On a sheet of paper, Write a paragraph for the following question:

William Congreve (1670-1729) was an English playwright and poet who wrote, "Music hath charms to soothe a savage breast." Write about a time **when music helped soften your anger** or improve your grumpy attitude.

DAY 9: Keeping Time

On a sheet of paper, Write a paragraph for the following question:

While practicing their instruments, musicians often use a device called a metronome to beat a steady rhythm or "keep time." A metronome can beat faster or slower, depending on how it is set. If someone asked you to **invent a new metronome**, what would it look like? What would it sound like? Think creatively, and write as descriptively as you can.

DAY 10: Lobby Music

On a sheet of paper, Write a paragraph for the following question:

Choose a specific establishment (shopping mall, law firm, doctor's office, sports stadium, fast food restaurant, fine dining establishment) and imagine you were in charge of choosing the music for it. Explain how music can affect one's mood. Explain what type of music you'll use and why.

Wildkitten Way

Day 1: Write a short paragraph describing reasons why people choose to engage in bullying and cyberbullying.

Day 2: Write a short paragraph describing the effects bullying and cyberbullying may have on victims of bullying.

Day 3: Write a short paragraph describing the roles parents, teachers and administrators have to prevent bullying.

Day 4: Google an article that details bullying/cyberbullying and how the victim handled it. Summarize the article and write a short paragraph on your thoughts on the article.

Day 5: Search Youtube and watch 3 videos about anti-bullying campaigns. Write a short paragraph detailing the message in the videos.

Day 6: Write a summary about five things you want to do in the next ten years.

Day 7: Write a summary about 4 ways to prevent stereotyping and discrimination (Gender, religion, racial, body type, hair, etc.).

Day 8: Write three paragraphs about how friendships can positively or negatively affect you personally.

Day 9: Search YouTube and watch two videos about drug abuse. Write a short paragraph detailing the message in the videos.

Day 10: Search YouTube and watch 2 videos on alcohol abuse. Write a short paragraph detailing the message in the videos.

CAREER DEVELOPMENT

Day 1:

1. Identify 3 jobs that must be done, regardless of inclement weather or an emergency situation (no electricity, chemical spill, etc.)

Job 1

Job 2

Job 3

2. What is the job description for each job identified in #1?

Job 1

Job 2

Job 3

3. Would you like to do any of these jobs? Why or why not?

Day 2:

1. Identify 3 jobs that are affected by inclement weather.

Job 1

Job 2

Job 3 .

2. What is the job description for each job identified in #1?

Job 1

Job 2

Job 3

3. Would you like to do any of these jobs? Why or why not?

Day 3:

Describe how you would feel having to report to work on a day that has been declared as an inclement weather day or a day with an emergency situation (no electricity, chemical spill, etc.) and school has been canceled. Your answer should be no less than a paragraph.

Day 4-List a career that begins with each letter of the alphabet.

Day 5-Interview a friend or family member about their job. On a sheet of notebook paper, record their answers to the following questions.

1. What is your job title?

2. What are the education requirements for your job?
3. What are your job duties?
4. What do you like most about your job?
5. What do you like least about your job?

Day 6-You own a fast food restaurant and you have 15 employees that work for you. Write 10 rules that you want your employees to follow.

Day 7-What Would You Do?? Work Place Scenarios

***There is an old saying that the customer is always right.

1. What do you think that means?
2. Do you agree with it? Why?
3. What should you do if you think the customer is dead wrong?
4. Suppose you have a customer who knows nothing about the product she is buying. You sense she will buy any model you recommend.

Is it your duty to sell her the most expensive model in the store? Why?

5. Suppose you have some personal problems that are troubling you.

Is it okay to attend to these problems while you are at work? Why?

Day 8-Changing Jobs Reasons Activity

Directions: For each scenario, tell if it is a good or bad reason to quit your job.

1. Had a bad day at work and got angry, tired, or upset
2. Had extreme work stress that hurt the worker's health
3. Had a higher-paying job offer at another company
4. Heard from a friend that another company may pay better
5. Felt he or she is not always appreciated at work
6. Requested but denied an increase in duties, pay, or opportunities
7. Felt physically unsafe at work
8. Felt bored sometimes at work
9. Did not like some of the job duties
10. Interfered with the worker's education or long-term career goals
11. Felt threatened or harassed by coworkers or customers
12. Did not like all of his or her coworkers or customers

Day 9-Directions: tell whether each action is something you should or should not do when quitting your job.

1. • tell coworkers about decision before telling the boss
2. quit when angry or emotional
3. ask about final paychecks and unpaid vacation days
4. think about the decision carefully
5. be ready for the boss to ask the worker to not leave
6. quit in a respectful, dignified way
7. know that words and actions can affect the future
8. brag about a new job
9. provide notice (ideally 2 weeks) before leaving
10. yell at or criticize former boss
11. post negative comments about old job on social media
12. slack off during final days at work
13. take company property when leaving
14. provide letter of resignation
15. ask for a job reference if leaving on good terms
16. quit on the spot or not show up

Day 10-Directions: Read each question and all choices. Then highlight the letter of the correct choice.

1. It is Kayla's last day at her job. She should
 - a. thank her former boss.
 - b. criticize her former boss.
 - c. tell her boss she is quitting that day.
 - d. do all of the above.

2. Lorenzo is interviewing for a job. The interviewer asks him why he is looking for a new job. Assuming each is true, the worst reason Lorenzo could give is
 - a. he is looking for new challenges.
 - b. he dislikes his current coworkers.
 - c. his current company is closing.
 - d. he is seeking a change in career.

3. Raj currently has a job, but he is looking to switch companies. He should
 - a. tell his coworkers he is looking for a new job.
 - b. use his work computer to research and apply at other companies.
 - c. apply and interview for jobs on his own time (not while at work).
 - d. do all of the above.

4. Sara wants to "tell off" her boss on her last day on the job. She decides not to because
 - a. she may want to work for the company again in the future.
 - b. she will not get a good job reference from him.
 - c. other potential employers could learn about this negative behavior.
 - d. of all of the above reasons.

5. Jenna loves her current job, but she knows that a similar company pays more to workers who have her same skills and experience level. The first thing Jenna should do is
 - a. ask for a raise at her current job.
 - b. quit her job.
 - c. complain on social media.
 - d. submit a letter of resignation.

6. Marta was fired from her job. Marta should
 - a. tell her supervisor she did not like him or the job.
 - b. ask for reasons why and suggestions for improvement.
 - c. threaten to sue the company.
 - d. do all of the above.

7. Hunter learns that his employer is going out of business in three weeks. He should
 - a. begin immediately looking for a job.
 - b. ask for a job reference from his boss.
 - c. ask about final paychecks, unpaid vacation days, and unemployment benefits/severance.
 - d. do all of the above.

8. Marco works at a clothing store. To leave on the best terms, he should quit his job
 - a. during the busy holiday season.
 - b. when he is angry or stressed.
 - c. in front of the customers.
 - d. after he has given his boss plenty of notice (ideally 2 weeks or more).

9. Priyanka started a new job with a different company. At her new job she should use
 - a. confidential information and files from her old job.
 - b. office supplies from her old job.
 - c. organization and interpersonal skills she used at her old job.
 - d. all of the above.

10. Summer is ending and Ava needs to quit her job and return to school. She should
 - a. give at least two weeks' notice.
 - b. thank her boss for employing her.
 - c. ask her boss to keep her in mind for holiday work and next summer.
 - d. do all of the above.

MISS KETON LABS-Following are some examples of how we use math in our lives. Remember to read the question(s) carefully and find exactly what the question is asking you to do.

To change from percent to a decimal, you move the decimal point two places to the left.

Days 1 & 2

Harry the Home Inspector

You will now begin a short math unit that will require you to complete input/output tables. After you have completed the short unit, the results will be discussed during class. Remember to read each question carefully.

Harry is a home inspector. He also does minor installations. The larger the room that he must inspect, the more he charges for his services. When he is asked to inspect a room, the first thing that he must do is find the area and perimeter. He uses this information to calculate individual prices for his services.

Part I

Complete the following tables to help Harry. The sizes for the rooms that he will measure will increase by equal amounts. Figure out the equal amount that the room increases by and use that amount to calculate the measurements of the other rooms. You will develop a rule and that rule will help you make all of the other calculations.

Rule: _____

Input: x	Output: y
540 sq. feet	\$1,080
600 sq. feet	\$1,200
660 sq. feet	
720 sq. feet	
780 sq. feet	

For this input/output table, the input (x) is equal to the area of the room and the output (y) is equal to the service price.

1. What steps did you follow in order to determine the rule for the table?

2. For the table above, is the statement "x multiplied by 2 is equal to y" true?

Part II

Harry orders materials for a room based upon its size. He is preparing to install baseboards. This item will be installed around the perimeter of each room. Help him to complete the table.

The rule for the table is given below. Use the rule to complete the pricing guide for baseboard installation.

Rule: *Input multiplied by 150% is equal to output.*

Input: x	Output: y
100	150
200	300
300	
400	
500	

For this input/output table input (x) is equal to the perimeter of the room and the output (y) is equal to the service price.

1. How much will Harry and his associates charge to install baseboards for a room that has a 400 ft. perimeter? _____
2. Use x and y to write a mathematical statement for the table. _____
3. If the client had a room that was 150 ft., what would be the baseboard installation price? (**Hint:** Use the rule from the table to calculate answer.) _____

Day 3

Note: last word on question 1 is *how*. Question 2 is *many*. And, question 3 is *find*.

Days 6 & 7

Joey's Parking Lot

Today you will work with percents. You will calculate the percent of a number and find the amount when the percent and partial amount are given. You will be helping Joey Parillo as he manages his parking lot.

Part I

Joey Parillo owns a neighborhood parking lot. Most of the time his lot is 70% full.

1. He first bought his lot in the year 1999. At that time he had 100 parking spaces on the lot. How many spaces were full if 70% of the lot was being used?
2. The next year he added 50 more parking spaces. Throughout the entire parking lot, how many spaces were being used if 70% of the lot was full?
3. The following chart shows the number of cars that were parked in the lot on certain days. Find the percentage of cars that were parked in the lot on each of the following days. Use that information to complete the table.

Day of the Week	# of Cars	% of Lot Filled
Monday	75	
Tuesday	30	
Wednesday	45	
Thursday	15	
Friday	150	100%

Draggum and Pushum Pre-Owned Cars

Elliott Draggum of Draggum and Pushum's Pre-Owned Cars had a bit of bad luck. He accidentally threw out the receipts for the last six months of business. He needs your help to figure out the number of cars that were sold and sales commissions for all of his employees.

Part I

In order to fill out the table, you must work backwards. Read the information carefully in order to figure out the car sales for each month. You may have to read more than once to complete the table.

March was a good month for car sales because they sold twice the amount they sold in July. Car sales in April and June were the same. April's sales were 20 cars less than in August. In May they sold 70 cars. In August and July they sold 25 less than in May.

March	_____
April	_____
May	_____
June	_____
July	_____
August	_____

Part II

At Draggum and Pushum's Pre-Owned Cars, all of the sales people earn \$250.00 a week as their base pay. In addition, they also receive a percentage of the sales price on all of the cars that they sell. Help Mr. Pushum figure out how much each person should be paid for the month of September. Complete the table.

Sales Person	Sales Total		Sales Percentage		Monthly Base Pay	Total Amount
Mr. Sanders	\$45,000	x	10%	+	\$1,000	
Ms. Elliott	\$20,000	x	5%	+	\$1,000	
Mrs. Shaw	\$50,000	x	10%	+	\$1,000	
Mr. Smitz	\$30,000	x	5%	+	\$1,000	



ELECTIVES:

8th grade Boys Athletics-SEE BOYS AND GIRLS CONDITIONING DAYS 4-10

Day 1:

Go run outside in your yard or at the park. Is running in this location less or more difficult than running on the gym floor or the turf at the stadium?

Explain why you think that. Use complete sentences, proper grammar, and structure.

Day 2:

From your experience of playing football on a football field, how can you modify the rules and game to fit the area of play you have in your yard or at the park?

Think of rules/penalties, 1st Downs/Out of Bounds, the athletic ability needed, and spectators.

Use complete sentences, proper grammar and structure.

Day 3:

Create a NEW game.

Include rules, objectives, scoring, participants needed, and any other information needed.

Use complete sentences, proper grammar, and structure.

8th girls athletics Basketball -SEE BOYS AND GIRLS CONDITIONING DAYS 4-10

Day 1: List 3 basketball offensive rules.

Day 2: List 3 basketball defensive rules.

Day 3: Write a short paragraph on what basketball skills you improved this year.

CHEER: SEE BOYS AND GIRLS CONDITIONING DAYS 4-10

Day 1:

Stretch your legs and arms. Do 10 of each of the following jumps: hurkey, toe touch, hurdler, double toe. Parent signature: _____

Day 2:

Practice your own 2 personal chants that you call 5 times each. Also, do one hurkey, hurdler, toe touch, and double toe. Parent signature: _____

Day 3:

Make up 2 8-counts of a dance. Practice the routine a couple times and have it memorized. Parent signature: _____

BAND/ORCHESTRA Days 1-10

Practice your instrument for 15 minutes for every school day missed due to weather. Write down what measures you practiced. What improvements could you make? Have your parent sign the assignment.

CHOIR Sandra Jamerson/Barton Junior

Day 1

Write two paragraphs to describe your feelings when you have successfully sung or played a piece of music.

Day 2

Describe the music you would select to be played at the award ceremony for 'Musician of the Year.' Create a program or order of performances...up to 8 entries.

Day 3

Movies are sometimes created with only music and animation, but these movies still have a plot.

Imagine you have agreed to design and write the advertisement, and in it describe the music that is used to bring the animation to life.

GARDEN GURUS: Answer the following questions in 3-4 sentences on a separate piece of paper:

Day 1: Explain your ideas of how extremely cold weather could affect plants recently planted.

Day 2: Based on your ideas listed in Day 1's assignment, what might a farmer do to help newly planted crops survive extreme cold weather?

Day 3: During snow days, many people make "snow ice cream". Without looking up a recipe, what ingredients do you think would be needed, other than snow? Write out the steps of your recipe for snow ice cream.

Imagine Zone AMI assignments

Day 1

Minecraft Voyage Aquatic lesson on Code.org. Sign into your code.org account and complete the Minecraft Voyage Aquatic lesson.

Day 2

Flappy Code lesson. Sign into your code.org account and complete the flappy code lesson. Create your own Flappy game and then share the link with Mr. Kingery.

Day 3

AI of Oceans lesson. Sign into your code.org account and complete the flappy code lesson.

Day 4

Nintendo Labo. Think back to when we designed the devices for the Labo. Come up with a sketch and idea for creating your own device to use with th labo.

Day 5

Nintendo labo. Create an advertisement picture for your New Labo Creation. The advertisement must have a description of your device, a picture of your device, and the price that you would sell it for.

Day 6

Using the information you have already completed write a “fake” letter to the Nintendo company explaining to them what your new device is and why they should create your device

Day 7

Breakout games. Create a new break out lock for a digital game. Write the idea of the game down on paper and when we return to class I will collect the ideas and create a game using everyone's ideas. The lock must be a color lock and the theme of the game is the volcano that you have been assigned to create.

Day 8

Breakout game. Create a new break out lock for a digital game. Add a number lock to the volcano break out

Day 9

Breakout game. Create a word lock for the volcano game.

Day 10

Breakout game. Create a directional lock for the volcano game.

MEDIA Complete one scenario each day

S M A R T: The Information-Age Checklist

Like journalists. You depend on sources for information. You may read a story on a website, on television, in a magazine, or even in an email. A friend or relative may tell you a story or share it on social media. To judge the reliability of the story, you should always consider the source. Use the following **SMART** tests to check your sources.

Source. For you to evaluate a source, you have to know who or what the source is. Where does the story come from? Is the person reporting the story an eyewitness to the story? Did the person get the story from others? From eyewitnesses? From a book? Track the source down. If the source is unclear, be skeptical about the story.

Motive. Why do they say so? Sources often have a special interest or particular point of view that may cause them to slant information. Biased sources can be accurate, but you need to check them carefully. Get all sides to a story.

Authority. How good is the source? Eyewitnesses can be wrong. Was the witness in a good position? If the source isn't an eyewitness, make sure it's a source you can trust — e.g., an expert on the subject, a newspaper's website with good fact-checking. Be wary of any source that is repeating hearsay and rumors as actual facts. They are not facts.

Review. Go over the story carefully. Does it make sense? Is it logically consistent? Are there any notable errors in facts or conclusions? Make a list of questionable facts. Develop answers about the story.

Two-source test. Double-check everything, if possible. Talk to a second party. Research the subject in the library, by interviewing others, and searching on the Internet for credible news sites. Does your two-source test confirm the story or contradict it?

Examine each of the following scenarios describing an online news article or news item. Apply the SMART information-age checklist to determine if the article or item described seems trustworthy or not, and explain your reasons in a short paragraph.

Day 1-Scenario #1

A news website called *The Rutabaga* publishes an article entitled “President Signs Executive Order Making Planet Mars the 51st State.” The article contains quotes from scientists claiming they've learned how to extract

water from Martian rocks and are already growing apple orchards on Mars. The co-writers of the article are Rock Etts and Ailey Uhn.

Day 2-Scenario #2

A tweet from a friend states “The Islamic State is losing ground.” The tweet links to a *New York Times* article stating that U.S. soldiers in Iraq have helped retake a city from the Islamic State. You click on the link and are taken to the *New York Times* website. The article seems to support your friend’s statement. (Apply SMART to both the tweet and the article.)

Day 3-Scenario #3

A news blog publishes an article stating that a local politician beat up a critical newspaper reporter during an interview. The article cites “an unnamed person close to the politician’s campaign” who said the politician wanted to prove how tough he is to his constituents. A photo of a person with bruises on his face accompanies the article but provides no information about who is pictured or where or when the photo was taken. It is shared on Facebook 100,000 times. The blog contains ads for the blogger’s new book.

ROBOTICS

DAY 1- Think about a robot we have built this year and explain in a short paragraph the struggles you had with the robot and how you overcame the struggles to make your robot perform successfully.

Day 2- A magazine has announced a contest for the best original robot to help with a household chore. In a short paragraph, describe your entry and the ways it will make housekeeping easier. (Cannot use vacuuming)

Day 3- In a short paragraph, describe which robot we have built so far this year was your favorite and explain why?

Day 4- What are the steps of the Engineering Design Process and write a paragraph to explain how we use that process in robotics class?

Day 5- Research a real life example of a robot and write a short paragraph describing this robot and what it does to help society.

Day 6- In science fiction, [The Three Laws of Robotics](#) begin with this rule: *A robot may not injure a human being, or, through inaction, allow a human being to come to harm.* Make a list of books, movies, and comic strips that follow this rule. Which one is your favorite?

Day 7- In your opinion, should we develop robots to replace human jobs in factories, warehouses, and fast food restaurants? Why or why not?

Day 8- Research a career in robotics or engineering and write a paragraph to describe that career.

Day 9- Write the word robot then draw and write a description of your robot. The image can be one of a real robot or an imaginary one (maybe a movie image).

Day 10- The definition of a robot is “A mechanical device that is capable of performing a variety of tasks on command or according to instructions programmed in advance.” How does the robot you drew and described yesterday fit this definition? Explain your answer in a short paragraph.

Boys and Girls Conditioning

Day 1: Exercise for 15 minutes and have your parent sign here: _____

Day 2: Exercise for 15 minutes and have your parent sign here: _____

Day 3: Exercise for 15 minutes and have your parent sign here: _____

Day 4: Exercise for 15 minutes and have your parent sign here: _____

Day 5: Exercise for 15 minutes and have your parent sign here: _____

Day 6: Exercise for 15 minutes and have your parent sign here: _____

Day 7: Exercise for 15 minutes and have your parent sign here: _____

Day 8: Exercise for 15 minutes and have your parent sign here: _____

Day 9: Exercise for 15 minutes and have your parent sign here: _____

Day 10: Exercise for 15 minutes and have your parent sign here: _____

Stitchin' with STEAM

Day 1: Complete the word search below about sewing terms.

Day 2: On separate paper, define each of the terms from the word search **in your own words**. Feel free to use a dictionary or website such as www.dictionary.com to help you understand the meanings of the words.

Day 3: On separate paper, write a paragraph about something you would like to sew or cook in this class. Explain why you chose your item. Be sure to include how your project is connected to science, technology, engineering, the arts, or math. Convince me that we should do your project in class.

Sewing Word Search

Find the words listed. Words may appear forward, backward, up, down or diagonal. Words may overlap and cross each other. When you have found a word, be sure to circle it and cross it off the list.

Y	A	R	G	Y	A	R	D	A	G	E	N	N	E	H	E
S	L	N	R	B	E	G	N	I	P	P	I	L	C	I	A
U	L	N	A	C	G	A	P	H	E	M	E	T	R	S	T
W	N	G	I	P	A	E	N	I	L	N	I	A	R	G	R
E	I	D	N	G	V	E	B	A	S	T	E	M	R	O	I
Y	F	A	E	O	L	F	C	A	S	I	N	G	G	A	G
R	A	R	Y	R	E	C	A	Y	S	R	E	P	N	S	R
E	C	N	E	E	S	E	A	M	E	A	Y	E	I	E	A
D	E	I	L	D	A	T	O	P	S	T	I	T	C	H	D
I	B	N	E	H	S	M	I	E	H	O	B	B	A	T	I
O	A	G	T	C	L	I	P	T	E	D	O	G	F	T	N
R	L	I	N	T	E	R	F	A	C	I	N	G	A	R	G
B	I	N	D	I	N	G	C	E	R	H	T	I	F	A	C
M	C	A	T	E	S	S	U	G	A	T	H	E	R	D	A
E	D	G	E	S	T	I	T	C	H	S	P	E	C	I	R
S	T	T	I	H	C	N	I	A	R	G	S	S	O	R	C



BASTE	EMBROIDERY	GUSSET
BIAS	EYELET	HEM
BINDING	FACE	INTERFACING
CASING	FACING	NAP
CLIPPING	GATHER	SEAM
CROSSGRAIN	GODET	SELVAGE
DARNING	GORE	STAY STITCH
DART	GRADING	TOPSTITCH
EASE	GRAIN	UNDER STITCH
EDGE STITCH	GRAIN LINE	YARDAGE