

## Assignments for Monday, April 13 – Friday, April 17, 2020

6 <sup>th</sup> Grade	
<p><b>Math:</b>  Monday: Finish iReady lesson on Dot Plots  Tuesday: IXL GG.6 - Create Frequency Charts  Wednesday: iReady lesson on Histograms  Thursday: IXL GG11 - Interpret Histograms  Friday: IXL GG12 - Create Histograms</p> <p>Resources:  <a href="https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-data-statistics#dot-plot">https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-data-statistics#dot-plot</a>  <a href="https://virtualnerd.com/common-core/grade-6/6_SP-statistics-probability/B/4/what-is-a-line-plot">https://virtualnerd.com/common-core/grade-6/6_SP-statistics-probability/B/4/what-is-a-line-plot</a>    <a href="https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-data-statistics#histograms">https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-data-statistics#histograms</a>  <a href="https://virtualnerd.com/algebra-1/probability-data-analysis/frequency-histogram/frequency-tables-histograms-examples/what-is-a-histogram">https://virtualnerd.com/algebra-1/probability-data-analysis/frequency-histogram/frequency-tables-histograms-examples/what-is-a-histogram</a></p>	<p><b>ELA:</b>  <b>IXL:</b>  All of C  <b>Iready: Login through Clever</b>  Citing Evidence: Literary Text  Supporting Inferences: Literary Text  <b>Edcite: Login through Clever</b>  Figurative Language Practice  <b>Newsela: Login through Clever</b>  Sports Star Interviews virus expert</p>
<p><b>Science:</b>  Quarter 1 Standards (<i>Energy &amp; Energy Transformations</i>) are reviewed in  IXL 6th Grade Science items:  H.1 - Mon 4/13;  H.2 - Tues 4/14; H.3 - Wed 4/15; H.4 - Thurs 4/16  On Friday 4/17 review the 4 items above, then draw a simple Roller Coaster and supply the following labels as you trace the movement of a car on the roller coaster:  A = point of <u>greatest kinetic</u> energy  B = point of <u>greatest</u> gravitational <u>potential</u> energy  C = point of <u>least</u> gravitational <u>potential</u> energy</p> <p>Take care, see you soon.  T. Perry</p>	<p><b>Social Studies:</b>  I pray you all are doing well. I miss you very much. In review of Ancient Greece, this week's lessons will be in IXL. Challenge yourself to get the highest score possible. You can do this. Let's see how many of you can get a 100. I will collect all the score for each class and see which class period has the highest percentage. I will announce the winner next Monday.</p> <p>Remind code is: @6baabkh  Read each question completely. Read it out loud if possible. This will help you learn and it will improve your reading skills. Take your time. Do your best. Take a break when you get tired. Try three questions at a time and then come back and try the next three. Let me know how I can help you.</p> <p>I encourage you to go back and review other ancient civilizations you learned this year.</p> <p><b>I. Greece</b></p> <ol style="list-style-type: none"> <li>1 Classical Athens: geography and society</li> <li>2 Classical Athens: government and culture</li> <li>3 Comparing Athens and Sparta: part I</li> <li>4 Comparing Athens and Sparta: part II</li> <li>5 Alexander the Great</li> </ol> <p><b>Monday:</b> I1 Classical Athens: geography and society  <b>Tuesday:</b> I2 Classical Athens: government and culture  <b>Wednesday:</b> I3 Comparing Athens and Sparta: part 1  <b>Thursday:</b> I4 Comparing Athens and Sparta: part 2  <b>Friday:</b> I5 Alexander the Great</p>

## 7<sup>th</sup> Grade

### Math:

- ☐ **Monday**
  - ☐ I Ready assigned lesson – *Probability Models*
  - ☐ Start IXL lesson – DD.5
- ☐ **Tuesday**
  - ☐ Probability Game With Coco
  - ☐ IXL lesson – DD.5
- ☐ **Wednesday**
  - ☐ I Ready assigned lesson – *Probability of Compound Events*
  - ☐ IXL lesson – DD.6
- ☐ **Thursday**
  - Watch videos on Probability**
    - ☐ Probability Problems about a Number Cube
    - ☐ Probability Problem with Two Dice
    - ☐ Probability Video Involving a Spinner
- ☐ **Friday**
  - ☐ **Finish any IXL and I Ready assignments**

### ELA:

**NewsEla-** Students' performance will be using each student's performance to place at the level just right for them (**Newsela**). Students will sign in through Clever using student id and password.

1. I-ready – sign in using your student id and password.
2. Commonlit – sign into a [www.commonlit.com](http://www.commonlit.com), then enter code 348674
3. Strive for 80% accuracy or above

### Monday

#### NEWSELA

Read article Bronx Zoo Tiger has Coronavirus, then answer questions use UNRAVVEL strategy while reading to strive for 80% accuracy or higher.

### Tuesday

#### NEWSELA

Take a virtual tour of museums, read the article using UNRAVVEL strategy while reading to strive for 80% accuracy or higher.

### Wednesday

I-Ready – Sign into I-ready. Today you Will work on Vocabulary- lary skills – Determine word meaning using context clues.

### Thursday

I-Ready – Comprehension Skill – Citing evidence information.

### Friday

Common Lit class code is 348674. Read and annotate the article “Before Rosa Parks, there was Claudette.”

### Science:

See Below:

### Social Studies:

#### We are going on a Virtual Field Trip!!

Location: High Museum of Atlanta Art Atlanta

#### **Exhibit: Photos From the Civil Rights Movement**

Instructions: Log into your News ELA account. Click on the assigned document. Scroll down to High Museum of Art Atlanta. Click the hyperlink to be redirected to the Museum's website. Then, click on Photos From the Civil Rights Movement to view the Exhibit.

You will view a series of photos and descriptions. Complete a **See, Think and Wonder image analysis** for **2 photos** of your choice in this exhibit. Then, write a **one paragraph summary** of your experience viewing the photos in this exhibit or **create an 8 square storyboard** to summarize your virtual experience on civil rights.

	Email your completed assignment by <b>Friday, April 17<sup>th</sup></b> . I can't wait to read your response to this amazing exhibit! Part II : Log into Brainpop and watch the video on the Civil Rights. Then, answer the quiz questions.
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## 7<sup>th</sup> Grade Science:

Join our class ZOOM call on Wednesday, April 15<sup>th</sup> at 12:15 p.m.

Join Zoom Meeting

<https://zoom.us/j/951679153?pwd=Y3dscDZKa0RnYWVWV0l3S1ROQndtQT09>.

Meeting ID: 951 679 153

Password: 097159

### Monday- Punnett Squares

Video Resource- <https://www.youtube.com/watch?v=agQpPPQ5IVQ>.  
<https://www.youtube.com/watch?v=IYAHx7NiF3g>.  
<https://www.youtube.com/watch?v=D8Nu3Aw6F2A>.

#### Practice Task:

Tongue rolling is a genetic trait. The ability to roll the tongue is a dominant trait. Suppose you have a friend whose parents are heterozygous for rolling their tongues. Answer the following questions about the parents and possible offspring.

- What is the trait being studied in this scenario? \_\_\_\_\_
- Indicate the dominant and recessive genes and assign an appropriate letter to each allele:  
a. \_\_\_\_\_  
b. \_\_\_\_\_
- What is the genotype of Parent #1 (mother)? Use both ways to express the genotype: letters and the scientific term. \_\_\_\_\_
- What is the genotype of Parent #2 (father)? Use both ways to express the genotype: letters and the scientific term. \_\_\_\_\_
- What is the phenotype of Parent #1 (mother)? \_\_\_\_\_
- What is the phenotype of Parent #2 (father)? \_\_\_\_\_
- Draw a Punnett square to represent the offspring the parents above are likely to have.

### Tuesday- Punnett Squares

Continue to use the YouTube video and Monday's task as resources to assist you while completing the task.

- What are the possible genotypes of the offspring? \_\_\_\_\_
- What are the possible phenotypes of the offspring? \_\_\_\_\_
- What is the probability that the offspring will have a homozygous dominant genotype? \_\_\_\_\_
- What is the probability that the offspring will have a heterozygous genotype? \_\_\_\_\_
- What is the probability that the offspring will have a homozygous recessive genotype? \_\_\_\_\_
- What is the genotype ratio for the possible offspring? \_\_\_\_\_
- What is the probability that the offspring will have a phenotype of a rolling tongue? \_\_\_\_\_
- What is the probability that the offspring will have a phenotype of no rolling tongue? \_\_\_\_\_
- What is the phenotype ratio for the possible offspring? \_\_\_\_\_
- What is the probability that your friend will be able to roll his/her tongue? \_\_\_\_\_

### Wednesday-Completing Punnett Squares

Example:

#### ***Punnett's Squares***

*These show the 2 alleles of each parent plant crossed with each other and the resulting 4 possible offspring with T = tall, t = short.  
TT = dominant tall, tt = recessive short, Tt = mixed hybrid*

*TT = dominant tall (genotype tall, phenotype tall)  
Tt = mixed hybrid (genotype hybrid, phenotype tall)  
tt = recessive short (genotype short, phenotype short)*

For the following pairs of traits, conduct a monohybrid cross to determine the genotype and phenotype of the offspring.

1. Dominant trait: B (brown hair)  
 Recessive trait: b (blonde hair)  
 Possible Genotypes: \_\_\_\_\_

Possible Phenotypes: \_\_\_\_\_

	B	b
B		
b		

2. Dominant trait: C (circular flower)  
 Recessive trait: c (square flower)  
 Possible Genotypes: \_\_\_\_\_

Possible Phenotypes: \_\_\_\_\_

	C	c
c		
c		

3. Dominant trait: R (round seed)  
 Recessive trait: r (wrinkled seed)  
 Possible Genotypes: \_\_\_\_\_

Possible Phenotypes: \_\_\_\_\_

	R	R
r		
r		

4. Dominant trait: W (white fur)  
 Recessive trait: w (black fur)  
 Possible Genotypes: \_\_\_\_\_

Possible Phenotypes: \_\_\_\_\_

	W	w
W		
w		

5. Dominant trait: T (tall height)  
 Recessive trait: t (short height)  
 Possible Genotypes: \_\_\_\_\_

Possible Phenotypes: \_\_\_\_\_

	T	T
T		
T		

Thursday: Readworks

**How to get students to their assignments**

1. Have students go to [www.readworks.org/student](http://www.readworks.org/student)
2. Students should sign in with their Google account.
3. Students enter class code **ZHMKSS**

Assignment for the week is titled "Special Delivery"

Be sure to read the passage, review the vocabulary, and complete the question set.

Friday: Quiz Yourself and LAB DAY

Use the Link Below to conduct this at home Genetics Lab

[https://www.troup.org/userfiles/929/My%20Files/Science/MS%20Science/7th%20Science/Genetics/gene\\_combination/penny%20genetics.pdf?id=8278](https://www.troup.org/userfiles/929/My%20Files/Science/MS%20Science/7th%20Science/Genetics/gene_combination/penny%20genetics.pdf?id=8278)

TN Ready Practice Assessment Questions- Remember to use your 4 step process ☺

Brown eyes are dominant to blue eyes. Both of Donna's parents have brown eyes, but Donna has blue eyes. What is the BEST explanation for why Donna has blue eyes?

- A. Both of Donna's parents carry a gene for blue eyes.
  - B. All of Donna's grandparents must have had blue eyes.
  - C. Donna's father probably carries the gene for blue eyes.
  - D. Donna's mother probably carries the gene for blue eyes.
- 

Mike and his three brothers all have brown hair. Mike's father has brown hair, too. Mike's mother, however, is the only family member that has red hair color. What conclusion can you draw about the gene for hair color?

- A. Red and brown genes are co-dominant.
  - B. The gene for red hair is dominant over the gene for brown hair.
  - D. The gene for brown hair is dominant over the gene for red hair.\*
  - D. Neither brown nor red are dominant since they both occur in the same family.
- 

Rudy has blue eyes, while Gertrude has brown eyes. What causes them to have different eye colors?

- A. They have different chromosomes for the two eye colors.
  - B. They have different combinations of the genes for eye color.\*
  - C. Rudy has a different number of chromosomes than Gertrude.
  - D. Rudy's mother must have had blue eyes, because you only get blue eyes from your mother.
- 

In pea plants, purple flowers are dominant to white flowers. Suppose a purple-flowered plant with genotype Pp is crossed with another purple-flowered plant with the same Pp genotype. What percentage of offspring will also have purple flowers?

- A. 25%
- B. 50%
- C. 75%\*
- D. 100%

## 8<sup>th</sup> Grade

### Math:

This week we will continue to work in Khan Academy. Follow the same procedure to get in using the class code I provided last week. Corrections for the following periods: 3rd Period – Code is VMWZ5UV9

4<sup>th</sup> Period – Code is 26MF2S33

This week we will review Standards 8.EE.C.7 and 8.EE.C.7.b

Complete the following lessons assigned:

Topic: Equations with Variables on Both Sides

- 1) Intro to Equations with variables on both sides (video)  
Practice Problems
- 2) Equations with variables on both sides (video)
- 3) Practice: Equations with variables on both sides

In addition, we will do the following IXL's for the week. These may have been completed during year, but we will use them for additional review and practice.

W11, W12, W13.

Also continue to download the 8<sup>th</sup> Grade math packet at the SCS website, or you may pick one up in person on Monday or Tuesday.

Have a great week, and let me know if you have any questions.

Thanks,

Mrs. Halupnik

### ELA:

For this week, complete IXL Spring Spotlight:

<https://www.ixl.com/ela/skill-plans/ixl-spring-spotlight-8th-grade#section-1>

### Parent Instructions

Your student can use the daily IXL activities to practice ELA concepts essential for next-level success. The IXL link provides practice on 2 skills each day, offers immediate feedback, and tracks performance level, providing a score of progress towards mastery.

Read *Unbroken* chapters 30-32, pgs 300-325. Continue to be safe!

### Science:

Students will navigate through the online lesson, answering posed questions.

Students will navigate through the virtual lab lesson and complete all lab tasks related to this unit

Biotechnology Quiz-Friday, April 17, 2020

[https://www-](https://www-k6.thinkcentral.com/content/hsp/science/fusion/common/dlo_player/digital_lessons/na/G7_LC_73280-PU/index.html?type=student&grade=6&program=HMH_TN_Science)

[k6.thinkcentral.com/content/hsp/science/fusion/common/dlo\\_player/digital\\_lessons/na/G7\\_LC\\_73280-](https://www-k6.thinkcentral.com/content/hsp/science/fusion/common/dlo_player/digital_lessons/na/G7_LC_73280-PU/index.html?type=student&grade=6&program=HMH_TN_Science)

[PU/index.html?type=student&grade=6&program=HMH\\_TN\\_Science](https://www-k6.thinkcentral.com/content/hsp/science/fusion/common/dlo_player/digital_lessons/na/G7_LC_73280-PU/index.html?type=student&grade=6&program=HMH_TN_Science)

[https://www-](https://www-k6.thinkcentral.com/content/hsp/science/fusion/common/dlo_player/digital_lessons/na/G7_LI_73010L-PU/index.html?type=student&grade=6&program=HMH_TN_Science)

[k6.thinkcentral.com/content/hsp/science/fusion/common/dlo\\_player/digital\\_lessons/na/G7\\_LI\\_73010L-](https://www-k6.thinkcentral.com/content/hsp/science/fusion/common/dlo_player/digital_lessons/na/G7_LI_73010L-PU/index.html?type=student&grade=6&program=HMH_TN_Science)

[PU/index.html?type=student&grade=6&program=HMH\\_TN\\_Science](https://www-k6.thinkcentral.com/content/hsp/science/fusion/common/dlo_player/digital_lessons/na/G7_LI_73010L-PU/index.html?type=student&grade=6&program=HMH_TN_Science)

### Social Studies:

Civil War and reconstruction

Before we left we began discussing the Civil War. Your goal is to learn the causes of the War, the major battles of the War, the important figures of the War, and the outcome of the war.

Below I have your tasks for the week, as well as resources you may use to help you study. Please submit your work to me via email. My email address is [rhodeskn@scsk12.org](mailto:rhodeskn@scsk12.org). I am available anytime via Remind, and I am also setting time aside on Wednesday from 2-3 for discussion and questions.

### Monday

Use chapter 14 to complete the activity

Choose two of the main battles listed below. Write a paragraph for each describing the battle in detail (Who? What? When? Where? Why? Outcome?)

oFirst Battle of Bull Run

oBattle of Shiloh

oBattle of Antietam

### - Tuesday

Research the following the persons listed below. In 1-2 sentences for each figure, describe his impact/contribution during the Civil War.

O David Farragut

O Nathan Bedford Forrest

O Ulysses S. Grant

O Thomas “Stonewall” Jackson

### Wednesday

Log into Digital Readworks. Type [digitalreadworks.org](https://www.digitalreadworks.org). Click on student login. Use your class code to log in. Find your name and read the article assigned. Answer the questions associated with the article.

1<sup>st</sup> period code QGSHUA

2<sup>nd</sup> Period code Q2CPU7

3<sup>rd</sup> Period Code G6SGDS

	<p>4<sup>th</sup> Period Code RRQGXXN</p> <p><b>Thursday</b> Log into Digital Readworks. Type digital readworks.org Use your class code to log in. Find your name and read the article assigned. Answer the questions associated with the article . 1<sup>st</sup> period code QGSHUA 2<sup>nd</sup> Period code Q2CPU7 3<sup>rd</sup> Period Code G6SGDS 4<sup>th</sup> Period Code RRQGXXN</p> <p><b>Friday</b> Create a Venn diagram detailing the differences between the North and South leading to the Civil War</p> <p><b>Resources</b> <a href="https://www.pbs.org/kenburns/civil-war/classroom/resources-library-congress/">https://www.pbs.org/kenburns/civil-war/classroom/resources-library-congress/</a> <a href="http://www.civilwar.com/resources.html">http://www.civilwar.com/resources.html</a> Chapter 14 in your text book Brainpop videos on the Civil War</p> <p>BTW my new remind code is @f9cc63d</p>
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Ms. Crawford RTI Class -6<sup>th</sup> period

MONDAY 4/13	TUESDAY 4/14	WEDNESDAY 4/15	THURSDAY 4/16	FRIDAY 4/17
<p><b>NEWSLA</b> Read article Wrinkle in Time, then answer questions use UNRAVEL strategy while reading to strive for 80% accuracy or higher.</p>	<p><b>NEWSLA</b> Take a virtual tour of museums, read the article using UNRAVEL strategy while reading to strive for 80% accuracy or higher.</p>	<p><b>I-Ready</b> – Remain on Your learning path vs. Completing the Language arts Assignment.</p>	<p><b>I-Ready</b> – Remain on learning vs. Completing the Language arts Assignment.</p>	<p><b>Common Lit-</b> class code is Q56QLZ. Read and annotate the article “A space is more than Just a Space.”</p>

#### Band Assignments:

Band students can go to the band website listed below for assignments. I will add directions this weekend, but there are plenty of things for them to access. Thanks.

dextersband.weebly.com

Ms. Collier

#### PE Exercise Video from PE Teachers:

<https://www.youtube.com/watch?v=hrr63iri8Y>

#### STEM Assignment:

Login to Learning Blades and complete the mission called FLU OUTBREAK. This is a great way to learn more about the spread of infectious diseases.

**Teacher Emails:**

	<b>Math</b>	<b>ELA</b>	<b>Science</b>	<b>Social Studies</b>
<b>6<sup>th</sup></b>	<a href="mailto:mulfordj@scsk12.org">mulfordj@scsk12.org</a>	<a href="mailto:manniet@scsk12.org">manniet@scsk12.org</a>	<a href="mailto:perryta@scsk12.org">perryta@scsk12.org</a>	<a href="mailto:thomasbm@scsk12.org">thomasbm@scsk12.org</a>
<b>7<sup>th</sup></b>	<a href="mailto:laura.oliver41@gmail.com">laura.oliver41@gmail.com</a>	<a href="mailto:crawfordcd@scsk12.org">crawfordcd@scsk12.org</a>	<a href="mailto:JohnsonkL1@scsk12.org">JohnsonkL1@scsk12.org</a>	<a href="mailto:woodardL@scsk12.org">woodardL@scsk12.org</a>
<b>8<sup>th</sup></b>	<a href="mailto:halupnikcj@scsk12.org">halupnikcj@scsk12.org</a>	<a href="mailto:raglemh@scsk12.org">raglemh@scsk12.org</a>	<a href="mailto:Jamisont@scsk12.org">Jamisont@scsk12.org</a>	<a href="mailto:rhodeskn@scsk12.org">rhodeskn@scsk12.org</a>

Counselor Jamison: [Jamisonsm@scsk12.org](mailto:Jamisonsm@scsk12.org)

Counselor Brooks: [RobertsonML@scsk12.org](mailto:RobertsonML@scsk12.org)

Mrs. Plummer: [Plummerk@scsk12.org](mailto:Plummerk@scsk12.org)

**Sample Student Home Schedule**

- 7:30-8:30- Shower, dress, clean room, make bed
- 8:30-9:00 – Breakfast
- 9:00-10:00 – Math
- 10:00-11:00 – Language Arts
- 11:00 – 11:15 - Break
- 11:15-12:15 – Science
- 12:15-1:15 - Lunch
- 1:15-2:15 – Social Studies
- 2:15-3:15 – Exercise (Walk outside, play sports, etc.)
- 3:15 – 4:15 – Free time – watch television, play games, or talk to friends
- 4:15-5:15 – Read (Read a book or novel for fun)
- 5:15 – 6:15 – Assist with chores and dinner prep
- 7:00 – Dinner
- 7:30-10:00 – Family time
- 10:00 – Bedtime