

# Week 4.13.2020 Remote Learning Menu – Middle School

**Prioritize any work and activities assigned by your teachers in Canvas.** In Google Chrome, go to: [bit.ly/scsdclever](https://bit.ly/scsdclever)

Sign into Canvas using your SCSD username and password.

If you are not able to access Canvas, or you do not have any work in Canvas for a particular content area, then you can use this Daily Learning Playlist to guide your learning. Choose at least one activity each day from each content area that you had in your regular daily school schedule. Then add additional tasks that interest you or that you think are important for your own learning goals. **Your goal is to earn 50 points each day.**

| Content | Task   | Point Value | Work Notes – Keep a Log!<br>Share your work with your teachers via Canvas or email!  |
|---------|--|-------------|--|
| ELA     | <b>Read!</b> Week of 4/13: Read "Seventh Grade" by Gary Soto<br>1. Read for key ideas and details or gist.<br>2. Reread and take notes on what Victor does to impress Teresa.  | 20          | <ul style="list-style-type: none"> <li>• How long did you read?</li> <li>• How did you annotate or take notes?</li> <li>• What was interesting or important?</li> </ul>            |
| ELA     | <b>Write!</b> Remember to use Claim-Evidence-Reasoning.<br><i>Weekly Prompt 4/13:</i> After reading "Seventh Grade" by Gary Soto, respond: How does paragraph 57 contribute to the meaning of the short story? Use at least two details from the text to support your answer.  | 20          | <ul style="list-style-type: none"> <li>• How long did you write?</li> <li>• Did you remember to use Claim-Evidence-Reasoning?</li> <li>• What was easy? What was hard?</li> </ul>  |
| ELA     | <b>View!</b> Watch an ELA 6-8 episode on WCNY Global Connect (Over the Air channel 24.3, Spectrum channel 1276, Verizon FiOS channel 468) airing at 3:00 Wednesday and Friday of this week.  | 10          | <ul style="list-style-type: none"> <li>• Did you watch the lesson episode?</li> <li>• Did you take notes?</li> </ul>   |
| Math    | <b>6<sup>th</sup> Grade Math!</b> A cookie recipe calls for 2 cups flour, 1 cup sugar, ½ cup butter, ¼ teaspoon salt, 1 teaspoon baking soda, 1 teaspoon vanilla and 12 oz of chocolate chips. The recipe will make 24 cookies. Find the amount of ingredients you need to make 48 cookies and 60 cookies. Write two rules you can follow to find the amount of each ingredient needed to make 48 cookies and 60 cookies. Show all of your work. | 20          | <ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• How do you know the relationships are proportional?</li> <li>• What was easy? What was hard?</li> </ul> |
| Math    | <b>7<sup>th</sup> Grade Math!</b> Design your own multi-event experiment (spinning a spinner, rolling a die, drawing a card). Create the sample space and define 4 events for your experiment. What is the probability of each event you created? Have someone do the experiment at least 20 times and track the ratio of desired outcomes to total trials. Is the ratio similar to the probability you calculated?                              | 20          | <ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• What was easy? What was hard?</li> <li>• What questions do you have?</li> </ul>                         |
| Math    | <b>8<sup>th</sup> Grade Math!</b> Draw a diagram of how a rumor spreads if one person starts the rumor by telling two friends the first hour, then they each tell 2 friends the next hour, and so on. Write a function to model the situation. How many total people will have heard the rumor within 24 hrs?  | 20          | <ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• Could you draw all 24 hours?</li> <li>• What was easy? What was hard?</li> </ul>                        |
| Math    | <b>DreamBox!</b> Log into Clever, open DreamBox, and spend at least <b>20 minutes</b> working on DreamBox questions. Use the HELP features in DreamBox to support your work.   | 15          | <ul style="list-style-type: none"> <li>• How many problems did you finish?</li> <li>• How successful were you?</li> <li>• What questions do you have?</li> </ul>                   |

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|--|---|-----------|---|
| <b>Math</b>  | <p><b>WCNY Lesson!</b> Attend the <b>WCNY</b> lesson for your course and complete the notes along with assigned practice.</p> <p style="text-align: center;">WCNY Math TV Schedule</p> <p>Grade 6: Unit 7, Tues. 9:30am-10:00am<br/> Grade 7: Unit 8, Wed. 9:30am-10:00am<br/> Grade 8: Unit 7, Thurs. 9:30am-10:00am<br/> Algebra 1: Intro to Quadratics, Fri. 9:30am-10:00am</p>  | <b>15</b> | <ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• What did you work on?</li> <li>• How successful were you?</li> <li>• What questions do you have?</li> </ul>                                |
| <b>Science<br/>6<sup>th</sup> – 8<sup>th</sup></b> | <p><b>WCNY Lesson!</b> Attend the <b>WCNY</b> lesson. Complete the work below based on each lesson!</p> <p><u>Monday April 13</u><br/> 12pm-12:30pm TOPIC: 6<sup>th</sup> Grade Science – History of Earth</p> <p><u>Wednesday April 15</u><br/> 12pm-12:30pm TOPIC: 7<sup>th</sup> Grade Science- Engineering Process</p> <p><u>Friday April 17</u><br/> 12pm-12:30pm TOPIC: 8<sup>th</sup> Grade Science- 6<sup>th</sup> Grade Review</p>   | <b>45</b> | <ul style="list-style-type: none"> <li>• How long did you watch?</li> <li>• What did you learn?</li> <li>• What questions do you have?</li> <li>• Save or Share your daily learning log with your teacher.</li> </ul> |
| <b>Science<br/>6<sup>th</sup></b>                  | <p style="text-align: center;"><b><u>History of Earth</u></b></p> <p>Complete the <b>pre assessment</b> while watching <b><u>Monday April 13 12pm-12:30pm TOPIC: 6<sup>th</sup> Grade Science – History of Earth</u></b> or on your Canvas Course with your teacher. <b>7.5 PTS</b></p> <p>Draw the <b>World Map</b> and Label the <b>Continents and Oceans</b> or on your Canvas Course with your teacher <b>7.5 PTS</b></p> <p>Complete LAB: <b>WEGENER’S PUZZLING CONTINENTS</b> while watching <b><u>Monday April 13 12pm-12:30pm TOPIC: 6<sup>th</sup> Grade Science – History of Earth</u></b> or on your Canvas Course with your teacher. <b>7.5 PTS</b></p> <p>On your <b>World Map</b> you drew in #2 <b>label</b> the tectonic plates or on your Canvas Course with your teacher. <b>7.5 PTS</b></p> <p>Create a model by drawing on a piece of paper or a paper plate the <b>Earth’s Layers</b> or on your Canvas Course with your teacher. <b>7.5 PTS</b></p> <p><b>“What are the THREE factors that you believe affected the shape of our Earth’s land”</b> that you were given in the WCNY lesson? <b>7.5 PTS</b></p> | <b>15</b> | <ul style="list-style-type: none"> <li>• How long did you watch?</li> <li>• What did you learn?</li> <li>• What questions do you have?</li> <li>• Save or Share your daily learning log with your teacher.</li> </ul> |
| <b>Science<br/>7<sup>th</sup></b>                  | <p><b><u>What are the 7 STEPS of the Engineering Process?</u></b></p> <ol style="list-style-type: none"> <li>1. What is the ASK? 5.6 PTS</li> <li>2. What is RESEARCH? 5.6 PTS</li> <li>3. What is IMAGINE? 5.6 PTS</li> <li>4. What is PLAN? 5.6 PTS</li> <li>5. What is CREATE? 5.6 PTS</li> <li>6. What is TEST? 5.6 PTS</li> <li>7. What is IMPROVE? 5.6 PTS</li> <li>8. What is COMMUNICATE RESULTS? 5.6 PTS</li> </ol>  | <b>15</b> | <ul style="list-style-type: none"> <li>• How long did you watch?</li> <li>• What did you learn?</li> <li>• What questions do you have?</li> <li>• Save or Share your daily learning log with your teacher.</li> </ul> |

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| <b>Science</b><br><b>6<sup>th</sup>-8<sup>th</sup></b> | <ol style="list-style-type: none"> <li>1. Create a model by drawing on a piece of paper or a paper plate the <b>Earth's Layers</b> or on your Canvas Course with your teacher. <b>4.5 PTS</b></li> <li>2. <b>ANSWER:</b><br/> Earth's surface has a relatively thin, solid outer shell called the<br/> (1) Atmosphere                      (3) mantle<br/> (2) lithosphere                      (4) outer core <b>4.5 PTS</b></li> <li>3. What does the Weather Map #1 Show? <b>4.5 PTS</b></li> <li>4. What does the Weather Map #2 Show? <b>4.5 PTS</b></li> <li>5. What does the Weather Map #3 Show? <b>4.5 PTS</b></li> <li>6. What does the Weather Map #4 Show? <b>4.5 PTS</b></li> <li>7. Define: <b>Weathering 4.5 PTS</b></li> <li>8. Define: <b>Erosion 4.5 PTS</b></li> <li>9. Define: <b>Deposition 4.5 PTS</b></li> <li>10. Draw a <b>Poster of Weathering- Erosion- and Deposition 4.5 PTS</b></li> </ol> | <b>5</b>  | <ul style="list-style-type: none"> <li>• How long did you watch?</li> <li>• What did you learn?</li> <li>• What questions do you have?</li> <li>• Save or Share your daily learning log with your teacher</li> </ul> |
| <b>Social Studies</b>                                  | <b>Think Like a Social Scientist!</b> Check your Social Studies Class on Canvas, OneNote or Learn at Home Packet for assignments from your teacher. Follow teacher directions and submit tasks accordingly.  | <b>15</b> | <ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• What did you work on?</li> <li>• How successful were you?</li> <li>• What questions do you have?</li> </ul>                               |
| <b>Social Studies</b>                                  | <b>Civic Participation!</b> Watch Taking Civic Action at Home on Global WCNY Channel on Fridays at 10:30 am. Then watch two different newscasts or research two different news articles on the same topic from two different news sources. Laterally analyze the sources and take civic action at home as described in the program. Submit your summary to your teacher.   | <b>5</b>  | <ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• What did you focus on?</li> <li>• What did you learn?</li> <li>• What questions do you have?</li> </ul>                                   |
| <b>Social Studies</b>                                  | <b>Enhance Your Understanding:</b> Read the NEWSELA article assigned by your teacher and follow directions by your teacher and submit tasks accordingly.   | <b>5</b>  | <ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• Who did you learn about?</li> <li>• What was most interesting?</li> </ul>   |
| <b>Health &amp; PE</b>                                 | <b>Physical Fitness!</b> Exercise for at least 60 minutes each day. Get moving and get some fresh air if you can (remember to practice social distancing). Keep a fitness journal recording each of your exercises. Remember variety is key! How many different components of fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility) can you incorporate into your fitness plan?   | <b>10</b> | <ul style="list-style-type: none"> <li>• What did you do?</li> <li>• Why did you choose this activity?</li> <li>• How did it make you feel?</li> </ul>   |
| <b>Health &amp; PE</b>                                 | <b>Nutrition!</b> Make a list of foods in your home. Record the calories per serving for each item. Create a menu of meals for one day that does not exceed 2,000 calories. Share your menu with your family. Who has the healthiest menu?   | <b>5</b>  | <ul style="list-style-type: none"> <li>• How long did you work?</li> <li>• Why did you choose this activity?</li> <li>• What did you learn?</li> </ul>   |

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|------------------------|--|----------|--|
| <b>Art &amp; Music</b> | <p><b>Get Creative!</b> Check your Art or Music class on Canvas for an assignment from your teacher. Follow their directions for task completion. Reach out for help as needed! If you don't have access to Canvas or there isn't an assignment, try the following:</p> <ul style="list-style-type: none"> <li>• Art: Create a visual art piece that conveys a message of human connection such as togetherness, hope, or love. Create your work with any art materials you have. Display your art so others can see it (in your window, on social media, chalk on a sidewalk ...) or give it to someone. Brighten someone's day. Share what you have done with a family member or a friend and with your teacher!</li> <li>• Music: Create a musical piece or song that conveys a positive message of hope or togetherness. You can use instruments only, vocals only, or both. Perform your song for a family member or a friend and share with your teacher!</li> </ul> <p><b>Instrumental Musicians:</b> Check-in with your band/orchestra teacher for assignments. Practice your instrument daily!!</p> | <b>5</b> | <ul style="list-style-type: none"> <li>• What did you work on?</li> <li>• How successful were you?</li> <li>• How did it make you feel?</li> </ul> |
|------------------------|--|----------|--|

## Daily Schedule

Make a schedule each day. What will you do and when?

Remember to do something you enjoy each day too!

|         | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|--------|---------|-----------|----------|--------|
| Block 1 |        |         |           |          |        |
| Block 2 |        |         |           |          |        |
| Block 3 |        |         |           |          |        |



## “Seventh Grade”

Gary Soto

### *In Baseball in April and Other Stories (1990)*

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On the first day of school, Victor stood in line half an hour before he came to a wobbly card table. He was handed a packet of papers and a computer card on which he listed his one elective, French. He already spoke Spanish and English, but he thought someday he might travel to France, where it was cool; not like Fresno, where summer days reached 110 degrees in the shade. There were rivers in France, and huge churches, and fair-skinned people everywhere, the way there were brown people all around Victor

Besides, Teresa, a girl he had liked since they were in catechism classes at Saint Theresa's, was taking French, too. With any luck they would be in the same class. Teresa is going to be my girl this year, he promised himself as he left the gym full of students in their new fall clothes. She was cute. And good in math, too, Victor thought as he walked down the hall to his homeroom. He ran into his friend, Michael Torres, by the water fountain that never turned off.

They shook hands, *raza-style*, and jerked their heads at one another in a *saludo de vato*. “How come you're making a face?” asked Victor.

“I ain't making a face, *ese*. This is my face.” Michael said his face had changed during the summer. He had read a GQ magazine that his older brother had borrowed from the Book Mobile and noticed that the male models all had the same look on their faces. They would stand, one arm around a beautiful woman, and scowl. They would sit at the pool, their rippled stomachs dark with shadow, and scowl. They would sit at dinner tables, cool drinks in their hands, and scowl.

“I think it works,” Michael said. He scowled and let his upper lip quiver. His teeth showed along with the ferocity of his soul. “Belinda Reyes walked by a while ago and looked at me,” he said.

Victor didn't say anything, though he thought his friend looked pretty strange. They talked about recent movies, baseball, their parents, and the horrors of picking grapes in order to buy their fall clothes. Picking grapes was like living in Siberia, except hot and more boring.

“What classes are you taking?” Michael said, scowling.

“French. How 'bout you?”

“Spanish. I ain't so good at it, even if I'm Mexican.”

“I'm not either, but I'm better at it than math, that's for sure.”

A tiny, three-beat bell propelled students to their homerooms. The two friends socked each other in the arm and went their ways, Victor thinking, man, that's weird. Michael thinks making a face makes him handsome.

On the way to his homeroom, Victor tried a scowl. He felt foolish, until out of the corner of his eye he saw a girl looking at him. Umm, he thought, maybe it does work. He scowled with greater conviction.

In the homeroom, roll was taken, emergency cards were passed out, and they were given a bulletin to take home to their parents. The principal, Mr. Belton, spoke over the crackling loudspeaker, welcoming the students to a new year, new experiences, and new friendships. The students squirmed in their chairs and ignored him, they were anxious to go to first period. Victor sat calmly, thinking of Teresa, who sat two rows away, reading a paperback novel. This would be his lucky year. She was in his homeroom, and would probably be in his English and math classes. And, of course, French.

The bell rang for first period, and the students herded noisily through the door. Only Teresa lingered, talking with the homeroom teacher.

“So you think I should talk to Mrs. Gaines?” she asked the teacher. “She would know about ballet?”

“She would be a good bet,” the teacher said. Then added, “Or the gym teacher, Mrs. Garza.”

Victor lingered, keeping his head down and staring at his desk. He wanted to leave when she did so he could bump into her and say something clever.

He watched her on the sly. As she turned to leave, he stood up and hurried to the door, where he managed to catch her eye. She smiled and said, “Hi, Victor.”

He smiled back and said, “Yeah, that's me.” His brown face blushed. Why hadn't he said, “Hi, Teresa,” or “How was your summer?” or something nice.

As Teresa walked down the hall, Victor walked the other way, looking back, admiring how gracefully she walked, one foot in front of the other. So much for being in the same class, he thought. As he trudged to English, he practiced scowling.

In English they reviewed the parts of speech. Mr. Lucas, a portly man, waddled down the aisle, asking, “What is a noun?”

“A person, place, or thing,” said the class in unison.

Yes, now somebody give me an example of a person--you, Victor Rodriguez.”

“Teresa,” Victor said automatically. Some of the girls giggled. They knew he had a crush on Teresa. He felt himself blushing again.

"Correct," Mr. Lucas said. "Now provide me with a place."

Mr. Lucas called on a freckled kid who answered, "Teresa's house with a kitchen full of big brothers."

After English, Victor had math, his weakest subject. He sat in the back by the window, hoping that he would not be called on. Victor understood most of the problems, but some of the stuff looked like the teacher made it up as she went along. It was confusing, like the inside of a watch.

After math, he had a fifteen-minute break, then social studies, and finally lunch. He bought a tuna casserole with buttered rolls, some fruit cocktail, and milk. He sat with Michael, who practiced scowling between bites,

Girls walked by and looked at him, "See what I mean, Vic?" Michael scowled. "They love it."

Yeah, I guess so.

They ate slowly, Victor scanning the horizon for a glimpse of Teresa. He didn't see her. She must have brought lunch, he thought, and is eating outside. Victor scraped his plate and left Michael, who was busy scowling at a girl two tables away.

The small, triangle-shaped campus bustled with students talking about their new classes. Everyone was in a sunny mood. Victor hurried to the bag lunch area, where he sat down and opened his math book. He moved his lips as if he were reading, but his mind was somewhere else. He raised his eyes slowly and looked around. No Teresa.

He lowered his eyes, pretending to study, then looked slowly to the left. No Teresa. He turned a page in the book and stared at some math problems that scared him because he knew he would have to do them eventually. He looked at the right. Still no sign of her. He stretched out lazily in an attempt to disguise his snooping.

Then he saw her. She was sitting with a girlfriend under a plum tree. Victor moved to a table near her and daydreamed about taking her to a movie. When the bell sounded, Teresa looked up, and their eyes met. She smiled sweetly and gathered her books. Her next class was French, same as Victor's.

They were among the last students to arrive in class, so all the good desks in the back had already been taken. Victor was forced to sit near the front, a few desks away from Teresa, while Mr. Bueller wrote French words on the chalkboard. The bell rang, and Mr. Bueller wiped his hands, turned to the class, and said, "*Bonjour*."

"*Bonjour*," braved a few students.

"*Bonjour*" Victor whispered. He wondered if Teresa heard him.

Mr. Bueller said that if the students studied hard, at the end of the year they could go to France and be understood by the populace.

One kid raised his hand and asked, "What's 'populace'?"

"The people, the people of France."

Mr. Bueller asked if anyone knew French. Victor raised his hand, wanting to impress Teresa. The teacher beamed and said, "Tres bien. Parlez-vous francais?"

Victor didn't know what to say. The teacher wet his lips and asked something else in French. The room grew silent. Victor felt all eyes staring at him. He tried to bluff his way out by making noises that sounded French.

"La me vave me con le grandma," he said uncertainly.

Mr. Bueller, wrinkling his face in curiosity, asked him to speak up.

Great rosebushes of red bloomed on Victor's cheeks. A river of nervous sweat ran down his palms. He felt awful. Teresa sat a few desks away, no doubt thinking he was a fool. Without looking at Mr. Bueller, Victor mumbled, "Frenchie oh weve gee in September."

Mr. Bueller asked Victor to repeat what he said.

"Frenchie oh weve gee in September," Victor repeated.

Mr. Bueller understood that the boy didn't know French and turned away. He walked to the blackboard and pointed to the words on the board with his steel-edged ruler.

"*Le bateau*," he sang.

"*Le bateau*," the students repeated.

"*Le bateau est sur l'eau*," he sang.

"*Le bateau est sur l'eau*."

Victor was too weak from failure to join the class. He stared at the board and wished he had taken Spanish, not French. Better yet, he wished he could start his life over. He had never been so embarrassed. He bit his thumb until he tore off a sliver of skin.

The bell sounded for fifth period, and Victor shot out of the room, avoiding the stares of the other kids, but had to return for his math book. He looked sheepishly at the teacher, who was erasing the board, then widened his eyes in terror at Teresa who stood in front of him. "I didn't know you knew French," she said. "That was good."

Mr. Bueller looked at Victor, and Victor looked back. Oh please, don't say anything, Victor pleaded with his eyes. I'll wash your car, mow your lawn, walk your dog--anything! I'll be your best student, and I'll clean your erasers after school.

Mr. Bueller shuffled through the papers on his desk. He smiled and hummed as he sat down to work. He remembered his college years when he dated a girlfriend in borrowed cars. She thought he was rich because each time he picked her up he had a different car. It was fun until he had spent all his money on her and had to write home to his parents because he was broke.

Victor couldn't stand to look at Teresa. He was sweaty with shame. "Yeah, well, I picked up a few things from movies and books and stuff like that." They left the class together. Teresa asked him if he would help her with her French.

"Sure, anytime," Victor said.

"I won't be bothering you, will I?"

"Oh no, I like being bothered."

"*Bonjour*," Teresa said, leaving him outside her next class. She smiled and pushed wisps of hair from her face.

"Yeah, right, *bonjour*," Victor said. He turned and headed to his class. The rosebuds of shame on his face became bouquets of love. Teresa is a great girl, he thought. And Mr. Bueller is a good guy.

He raced to metal shop. After metal shop there was biology, and after biology a long sprint to the public library, where he checked out three French textbooks.

He was going to like seventh grade.

## "Seventh Grade"

### **Short Constructed Responses: Remember to use Claim-Evidence-Reasoning!**

1. What does Michael do in the story to try to impress girls? Do you think his efforts are effective? Why or why not?

2. What does Victor do in the story to try to impress girls? Do you think his efforts are effective? Why or why not?

3. What is Victor's impression of Teresa? How does he see her? What qualities does she have that Victor likes?

4. The French teacher, Mr. Bueller, realizes that Victor is faking his knowledge of French, yet he does not let on about it. What impression does Mr. Bueller's action tell you about him as a person and as a teacher?

5. Victor is finally able to impress Teresa. Do you think it matters that he cannot actually speak French ?