

## 8th Grade Learning Grid - April 13 - 17, 2020

Below is a list of strongly suggested learning activities for our 8th grade students. These learning activities are designed to address the 4th Quarter Priority Learning Standards in order to prepare our students with the skills and knowledge they need. BMS staff will continue to reach out to families to lend our support, but please do not hesitate to contact us if assistance is needed. --

Language Arts	Science
<p><b>Standard</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>(W.8.4)</b></p>	<p><b>Standard:</b> Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.</p>
<p><a href="#">Proficiency Criteria Rubric</a></p>	<p><b>Proficiency Criteria Rubric - not link</b></p>
<p><b>Suggested Activities</b></p> <p>1. Learning Target: I can use specific language and avoid dead words in formal writing. Activity: <a href="#">Avoiding Dead Words</a></p> <p>2. Learning Target: I can use appropriate, elevated language/vocabulary Activity: <a href="#">Elevated Language Use</a></p> <p>3. Learning Target: I can use appropriate style for task and audience Activity: <a href="#">Doing Our Part</a></p> <p>4. Learning Target: I can organize my thoughts with support into a formal style paragraph. Activity: <a href="#">Graphic Organizer</a></p> <p>5. Learning Target: I can write in a formal style that matches my task, purpose, and audience. Activity: <a href="#">Cumulative Paragraph</a> <b>Optional: <a href="#">Graphic Organizer</a> to help with paragraph</b></p>	<p><b>Suggested Activities</b></p> <p>1. Learning Target: I can <u>Identify</u> the cause and effect relationship between and organisms adaptations and its survival in an ecosystem. Activity: <a href="#">Naturally Selected to Survive</a></p> <p>2. Learning Target: I can:</p> <ul style="list-style-type: none"> <li>• <u>Describe</u> the importance of coloration in avoiding a predator.</li> <li>• <u>Explain</u> how natural selection causes populations to change.</li> </ul> <p><a href="#">Peppered Moth Lab</a></p> <p>3. Learning Target: I can <u>create</u> a moth with adaptations that help it survive in its environment.  <a href="#">Build a Moth Activity</a></p> <p>4. Learning Target: I can <u>determine</u> how evolution happens by the process of natural selection.  <a href="#">Evolution 101 - Video Link and Transcripts</a>  <a href="#">Evolution 101 - 5 Questions</a></p>

--	--

Social Studies	Math
<p><b>Standard:</b> Analyze connections among early American historical events and developments in broader historical contexts.</p>	<p><b>Standard:</b> I can solve equations.</p>
<p><a href="#">Proficiency Rubric</a></p>	
<p><b>Suggested Activities</b></p> <p><b>1) Learning Target:</b> I can identify the key people and events of the early part of the Civil War .</p> <ul style="list-style-type: none"> <li>➤ <b>Activity:</b> <a href="#">Shot's Fired!</a> (Questions 1-4)</li> </ul> <p><b>2) Learning Target:</b> I can identify the key people and events of the first part of the Civil War.</p> <ul style="list-style-type: none"> <li>➤ <b>Activity:</b> Shots Fired! (Questions 5-7)</li> </ul> <p><b>3) Learning Target:</b> I can discuss thue different ways people are dying during the Civil War.</p> <ul style="list-style-type: none"> <li>➤ <b>Activity:</b> <a href="#">Grim Death in the Civil War!!!</a> (Stations 1-3)</li> </ul> <p><b>4) Learning Target:</b> I can discuss the different ways people are dying during the Civil War.</p> <ul style="list-style-type: none"> <li>➤ <b>Activity:</b> Grim Death in the Civil War!!! (Stations 4-6)</li> </ul> <p><b>5) Learning Target:</b> I can analyze how Sherman made warfare uncivil.</p> <ul style="list-style-type: none"> <li>➤ <b>Activity:</b> <a href="#">Sherman's Killing Spree</a></li> </ul>	<p><b>Suggested Activities</b></p> <p><b>1.Learning Target:</b>I can solve equations.</p> <p>Activity: 1 Step Equations</p> <ul style="list-style-type: none"> <li>a) Complete the <a href="#">Mastery Connect Formative Assessment - Codes</a> If you get at least 3 out of the 4 questions correct, skip step b and go on to letter c. If you did not get 3 out of the 4 questions correct, watch the video in b, then complete letter c.</li> <li>b) Video with Examples - <a href="#">One Step (add and sub)</a> and <a href="#">One Step (mult and div)</a></li> <li>c) Practice: <a href="#">Hangers Practice</a> * Click Mobiles, then Play and select any problem to practice * If Explorer is too easy, try Puzzler or Master problems</li> </ul> <p><b>2.Learning Target:</b> I can solve equations.</p> <p>Activity: 2 Step Equations</p> <ul style="list-style-type: none"> <li>a) Complete the <a href="#">Mastery Connect Formative Assessment - Codes</a> If you get at least 2 out of the 3 questions correct, skip step b and go on to letter c. If you did not get 2</li> </ul>

	<p>out of the 3 questions correct, watch the video in b, then complete letter c.</p> <p>b) Video with Examples - <a href="#">Two Step Equations</a></p> <p>c) 2 Step Equations Practice - In Lesson linked in letter b</p> <p><b>3.</b> Learning Target: I can solve equations. Activity: <a href="#">Video with 2 Step Word Problems Examples</a> Now try it on your own! <a href="#">Riddle Worksheet</a> and <a href="#">Riddle Answers</a></p> <p><b>4.</b> Learning Target: I can solve equations. Activity: <a href="#">Equations Balance Practice</a></p> <p><b>5.</b> Learning Target: I can solve equations. Activity: <a href="#">Equations Crossword</a> * Show us everything you can do now! <a href="#">Mastery Connect Formative Assessment - Codes</a></p>
--	---

<b>Specials</b>
<p><b>Suggested Activities</b></p> <p><b>1. PE:</b> Learning Target: Activity: <a href="#">PE activities</a></p> <p><b>2. Art:</b></p> <ul style="list-style-type: none"> <li>● <b>Learning Target(s):</b> I can take risks to pursue ideas and forms that emerge in the process of art making.</li> <li>● <b>Activity:</b> <a href="#">8th Grade Art Activity Week 4</a></li> <li>● <b>Proficiency Criteria Rubric:</b> On the Activity Document, bottom of Page 2</li> <li>● <b>Print Resources:</b> <a href="#">8th Grade Art Activity Week 4</a> (Print out the 2-page Document)</li> </ul> <p><b>3. Robotics:</b></p>

- **Standard:** Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.
- **Learning Target(s):** I can determine which design provided the best solution and why that design was most successful.
- **Activity:** [Penny Boat Challenge](#)
- **Proficiency Criteria Rubric**
- **Print Resources:** [Penny Boat PDF](#), [Penny Boat Challenge Directions & Rubric](#)

#### 4. Living Skills

- **Standard:** 13.3 Students can demonstrate communication skills that contribute to positive relationships.
- **Learning Target:** I can utilize my communication skills in an effective manner to help others as well as expressing my own thoughts and concerns
- **Activity:** [8th Grade Life Skills Activity](#)
- **Proficiency Criteria Rubric**
- **Print Resources:** [8th Grade Life Skills Activity](#) & [Active Coping Calendar PDF](#)

#### 5. Digital Literacy/Coding:

- **Standard:** *Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.*
- **Learning Target:** *Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.*
- **Activity:** [“Social Media Writing: Two Truths and a Lie” - or just write js](#)
- **Proficiency Criteria Rubric**
- **Print Resources:** [Directions](#) / [Article](#)

#### 6. Band/Orchestra/Music:

Learning Target:**Standard MU:Pr6.1.6a:** Perform the music with technical accuracy

Proficiency Criteria Rubrics: [Music Performance Rubric](#)

Activity: **BAND Learning Target:** I can play with correct technique (pitch, tone, and rhythm)

**Activity:**

Sign up for Smart Music (check google classroom for instructions)

Practice daily for 15-20 minutes using this formula (you really should!)-

Practice like a well balanced meal:

- Appetizer: 2-3 minutes (warm up: scales, lip slurs (brass), octaves (ww's) long tones)
- Main dish: 5-7 minutes (work to accomplish the main goal of the week), 6th-Rattlesnake, 7th-Conundrum, 8th-As Tears Fall On Dawn's New Light
- Fruit/veggie: 4-5 minutes (practice something that is good for you, even if it is challenging. Concentrate on something that is hard for you.).
  - 6th: SmartMusic: Method Book, Accent on Achievement Book 1 #92, #100, #104, #112
  - 7th: SmartMusic: EXERCISES category, SmartMusic RHYTHMS "Simple Time 3 - Pattern 3, 7, 17"
  - 8th: SmartMusic: EXERCISES category, SmartMusic RHYTHMS "Compound Time 1 - Pattern 2, 5, 10"
- Dessert: 4-5 minutes (do something fun, just because it's fun. Play an old song you like, or anything that is fun for you, try exploring more on Smart Music!))

**\*If you have any problems with Smart Music, email Mrs. Hinds or Mrs. Youngs.**

**2. ORCHESTRA Learning Target:** I can play with correct technique (pitch, tone, rhythm, and bowing)

**Activity:**

1. Look at the provided sight reading example
2. Identify the key signature and scale (D Major, G Major, etc.)
3. Play through that scale: try it a few times with different rhythms or slurs
4. Identify the letter names of each note in the example
5. Look at the rhythm (quarter notes, half notes, eighth notes, etc.)
6. Look for any bowings (bow lifts, slurs, up-up bows, etc.)
7. On open D string, practice the correct rhythms and bowings
8. Practice the example with correct notes, rhythms and bowings
9. Record and turn in on Google Classroom (include the scale)
10. *Optional: can you name this mystery tune?*

**3. CHORUS Learning Target:** I can sing notes from notation with correct technique (pitch, tone, and rhythm)

**Activity:**

1. Look at the provided sight singing example (on google classroom or see attached)
2. Identify “Do” and figure out what the rest of the solfege syllables are
3. Look at the rhythm of the example (what type of rhythm notes are used: quarter notes, half notes, etc.)
4. Practice the solfege hand signs
5. Practice speaking through the example in rhythm
6. Practice singing through the example
7. Record and turn in on google classroom

**4. GENERAL MUSIC Learning Target:** I can perform rhythm with a steady beat**Activity:**

1. Find an interesting source of sound in your house
2. Create a rhythm pattern that can be performed as a steady beat
3. Pick a song to go with your steady beat rhythm
4. Record yourself performing your pattern along with your song choice and send it to your teacher (link to google classroom or send through email)

[Example 1](#)

[Example 2](#)

**5.BONUS Learning Target:** I can play an instrument with correct technique**Activity:**

1. Use google classroom to access either a Piano Lesson with Mrs. Peña or a Consonus Guitar or Ukulele lesson (you will need the code from your teacher).
2. Practice for at least 15 minutes: practicing is playing the same exercise repeatedly in order to fix mistakes.
3. Use your phone or chromebook to record yourself playing one of the examples you practiced
4. Upload your video on Google Classroom for teacher feedback

**Tips:**

- Use your Read, Write, Google to read aloud passages. (Purple Puzzle Piece)
- Use your voice to text if not all your keys work on your Chromebook or if you are not as fast of a typer. (Voice typing under Tools)
- Use context clues around unfamiliar vocabulary words to figure out its meaning. Don't

forget Google Read Write has a dictionary as well! (Purple Puzzle Piece)

- Right click unfamiliar vocabulary words and click define or “search Google for...”
- Chunk reading passages into smaller pieces to get the meaning of what the author is trying to get you to understand for each paragraph/article.
- Check your email, google classroom, messenger for updates from school.
- If you have questions, on a subject, email your subject teacher.
- Get a good night’s rest! Try for 8-9 hours! You have the time!!!!
- Eat a healthy meal before you start your work.
- Take a break when needed to get refreshed and then come back.
- Reward yourself after completing a few tasks (play a game, watch a movie/show, exercise, etc.)
- Practice social distancing! **Be safe!**