

7th Grade Learning Grid-April 13-17, 2020

Below is a list of strongly suggested learning activities for our 7th 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>Standard: I can choose precise language to express ideas effectively.</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> ● What is forensic science? ● What impact has science had on the role of forensics? ● How does forensic science differ in reality from what is portrayed in the media? ● How has forensic science evolved with technology and scientific research over time?
<p>Proficiency Criteria Rubric Rubric</p>	<p>Proficiency Criteria Rubric</p>
<p>Suggested Activities</p> <p>1. Learning Target: I can explain the denotative and connotative meanings of words. Activity: Connotation and Denotation</p> <p>2. Learning Target: I can explain the difference between words with similar denotations but different connotations. Activity: Words Have Power</p> <p>3. Learning Target: I can revise a piece of writing to use more precise language. Activity: Hold the Press - Revising for Connotation</p> <p>4. Learning Target: I can explain how precise word choice impacts a writer's meaning. Activity: Opposing Viewpoints -- Inferences from Word Choice</p> <p>5. Learning Target: I can identify and choose language that communicates a certain tone. Activity: Using Language to Stay Positive</p>	<p>Suggested Activities</p> <p>1. Learning Target: I can recognize and classify the various types of evidence used in a criminal case Activity: Complete mini mystery #1 https://docs.google.com/presentation/d/1cC4dx4cJuHVuCRbfn3TLaYIXJLzAWiUF2Tmhm8EfLMg/edit?usp=sharing (print)</p> <p>1. Review these notes from last week on fingerprint ridgeology</p> <p style="margin-left: 20px;">a. https://docs.google.com/presentation/d/13k3MuLwODIkAnsypEv_BgKLVvxUzQucsdNzK8Um6H2c/edit?usp=sharing</p> <p>2. Watch the videos below on fingerprinting. IF you do not have internet access, you can read this document instead (Print)</p> <p style="margin-left: 20px;">a. https://docs.google.com/document/d/1c18v_KY7YA9Acp-OQ0WYUA1Gor3g0wgOiDQVD9wBgE/edit?usp=sharing</p> <p>Videos Fingerprints:</p> <ul style="list-style-type: none"> ● Fundamentals of Fingerprints: 4.2

- https://www.youtube.com/watch?v=twXz_LYlyEw
- Classification of Fingerprints: Arches, Loops, Whorls: 4.3
 - https://www.youtube.com/watch?v=fHQz2ZV2_9w
- Fingerprint Characteristics: 4.4
 - https://www.youtube.com/watch?v=ogZTjF1_AmU
- Collecting Fingerprints: 4.5
 - <https://www.youtube.com/watch?v=vlpwORiWTnY>
- Super Glue Fuming: (Latent Prints)
 - <https://www.youtube.com/watch?v=R0e8WXkFA64>

3. Written TASK: Summarize **three things** you learned about fingerprinting and write them on a piece of paper or notecard and share them with your sibling, family members or anyone living in your home.

2. Learning Target: I can compare and contrast scientific forensic techniques used in collecting and submitting evidence.

Activity: **Complete mini mystery #2**

Practice: **Can You Identify Sample Fingerprints? (print)**

- a. https://docs.google.com/document/d/1_zwLzh1yDlwsbxbQ6cJW1Cg8g9u08-POGDqmKgxanOs/edit?usp=sharing

3. Learning Target: I can observe a problem or question evidence and collect objective data.

Activity: **Complete mini mystery #3**

1. Complete part 1 of the Adriann Reynolds Case Study- - use the links below to help you complete this worksheet. (print)

- a. https://docs.google.com/document/d/1Rutz_aV05p0S5lxx62Fs-MXV-h_SiN5utgq4XqAmQMs/edit?usp=sharing

- Video: <https://www.youtube.com/watch?v=Q7fJZwtmK8> (16 min Audio Summary)
- Article: "Jealousy of a Popular Girl Blamed in Killing" (print)
- <https://docs.google.com/document/d/11vXEchqCAuDB7XqniMotV01kpeEajRS7rciEpFxYF3E/edit?usp=sharing>

- **Case Synopsis Article: (print)**
https://docs.google.com/document/d/1_QQvaleY46wlv7_a6xq6ovN8O5SviyP9KStrsgJNRXl/edit?usp=sharing
- **Collection of Images From Case:**
https://qctimes.com/gallery/photos-from-adrienne-reynolds-murder-case/collection_9382ca68-ebdb-11de-9fb7-001cc4c03286.html#1

4. Learning Target: I can consider a hypothesis or possible solution to a crime based on evidence.

Activity: **Complete mini mystery #4**

1. **Read through these three documents and complete part 2 of the adrian Reynolds case study worksheet from day3 :**

- **Types of murder charges:(print)**
<https://docs.google.com/document/d/1vXWVWU2yyFwJlKv-XQHbAY9remRkmTyfycE4G0td5PQ/edit?usp=sharing>

- **Types of evidence in the Adrienne Reynolds Case (print)**
<https://docs.google.com/document/d/1aQm9vBKQi5AVSd2E1GVvueDQJXI-GiEWQmMYcriJA/edit?usp=sharing>

- **Final Outcome of the Case (print)**
https://docs.google.com/document/d/1gl3yx9o2Nm43yKpvi6SAusYCWLmb_HnuluSRGYLGfpc/edit?usp=sharing

5. Learning Target: I can examine, test, analyze evidence, and be able to predict what can be used to support a case.

Activity: 1. **Complete mini mystery #5 and check your answer for each of the previous cases**

2. **Share your Adrian Reynolds case study worksheet with someone in your house and explain what happened through this entire case. Then discuss this question with them. "Do you agree with the charges for each person involved? Why or why not?"**

Social Studies	Math
<p>Standard: Describe the roles of political, civil, and economic organizations in shaping people’s lives.</p>	<p>Standard: 7G5: Use facts about supplementary, complementary, vertical, and adjacent angles in a multi–step problem to write and solve simple equations for an unknown angle in a figure.</p>
<p>Proficiency Rubric</p>	
<p>Suggested Activities</p> <p>1.Learning Target: I can describe how political leaders' decisions and/or actions led to WWII. Activity: Identify two ways by reading Lesson 2.3- Hitler's and Mussolini's decisions or actions led to WWII and write about your discoveries in the 7th Grade Social Studies Journal provided in Google Classroom.</p> <p>2.Learning Target: I can explain how Japan tried to expand their empire before and during WWII and how it affected the United States. Activity: Describe two actions the Japanese leaders carried out that involved the United States. 3.2 chapter 26 Write about your findings in the Social Studies Journal.</p> <p>3.Learning Target: I can describe the US response to Japan’s actions. Activity: Analyze President Roosevelt’s speech writing down 2 facts from it and then give the emotion you think it conveyed (expressed) to the people. Write your response in your Social Studies Journal. President Franklin D. Roosevelt Declares War on Japan (Full Speech) War Archives</p> <p>4.Learning Target: I can explain the unique ways that the US fought against Japan. Activity: Choose and Identify two key actions or tactics the U.S. took against Japan in the Pacific Ocean. Newsela Article Write your answer in the Social Studies Journal.</p> <p>5.Learning Target: I can summarize how American citizens contributed to the war effort on the Home Front. Activity: Make a digital (clip pics) or free hand drawing collage</p>	<p>Suggested Activities</p> <p>1.Learning Target: I can identify complementary, supplementary, vertical, and adjacent angles and use the relationships between them to solve multi-step equations involving angle measures. Activity: Classify Angles Notes (Acute, Right, Obtuse, Straight) Classify Angle Pair Notes (Comp., Supp., Vertical, Adjacent)</p> <p>Instructions for Foldable Activity (Type of Angles--Acute, Obtuse, Right, Straight) Foldables (Types of Angles) Page 1 Foldables (Types of Angles)Page 2 Answer Key</p> <p>Instructions for Foldable Activity (Complementary, Supplementary, Vertical, Adjacent) Foldables (Complementary, Supplementary, Vertical, Vertical, Adjacent) Answer Key</p> <p>2.Learning Target: I can identify complementary, supplementary, vertical, and adjacent angles and use the relationships between them to solve multi-step equations involving angle measures. Activity: Party Like Oil Party Like Oil KEY</p> <p>3.Learning Target: I can identify complementary, supplementary, vertical, and adjacent angles and use the relationships between them to solve multi-step equations involving angle measures. Activity: Angles, Angles Everywhere</p>

showing how Americans got involved in the war effort and demonstrate how it shaped people's lives. Collect 5 images with 4 or more words and **put this in your Social Studies Journal**.

4.Learning Target: I can identify complementary, supplementary, vertical, and adjacent angles and use the relationships between them to solve multi-step equations involving angle measures.

Activity: [Finding Missing Angles Notes](#)

[Baby Astronaut](#)

[Baby Astronaut KEY](#)

[Extension: Wooden Deck](#)

[Extension: Wooden Deck KEY](#)

5.Learning Target: I can identify complementary, supplementary, vertical, and adjacent angles and use the relationships between them to solve multi-step equations involving angle measures.

Activity: [Check for Understanding](#)

[Check for Understanding KEY](#)

Specials

Suggested Activities

1. PE:

Learning Target:

Activity: [PE activities](#)

2. Art:

- **Learning Target(s):** I can use visual composition strategies to design a meaningful work of art that communicates information or ideas.
- **Activity:** [7th Grade Art Activity Week 4](#)
- **Proficiency Criteria Rubric:** On the Activity Document, bottom of Page 2
- **Print Resources:** [7th Grade Art Activity Week 4](#) (Print out the 2-page Document)

3. Robotics:

- **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:** [7th Grade Life Skills Activity](#)
- [Proficiency Criteria Rubric](#)
- **Print Resources:** [7th 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”](#)
- [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-

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