I pledge that I have neither given nor received unpermitted aid while working on this packet. All work is entirely my own or cited properly.

<table>
<thead>
<tr>
<th>Fontaine</th>
<th>Hall/Wright</th>
<th>Handy</th>
<th>Miller</th>
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<td>5th pd- klf2qhh</td>
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Sources:
- https://blog.innerdrive.co.uk/6-ways-to-reduce-stress
- https://www.dailyinfographic.com/teenage-stress
- https://r.search.yahoo.com/_ylt=AwrExo8bnKFejllA3c2WnIIQ;_ylu=X3oDMTBTdXbbHjyBHNIYwNmcC1hdHRyaWlEc2xrA3J1cmw-?RV=2/RE=11/RU=http%3a%2f%2fclipart-library.com%2fcartoon-mom.html/RK=2/RS=Gsj04h.fwpwy9jQxQtLrtdb1fs0-

Student Message:
Hello to you once again! We hope your trip down Maple Street presented in the play during the last packet was an exciting and fun educational journey. This learning adventure will take us down one that explores literacy in a more visual and interpretive way. David Gloag of study.com presents that “Infographics aim to represent information in a visual form. Common examples include charts, graphs, and images. You may not know it, but infographics are everywhere. Every advertisement you see in a magazine, every pop-up you see on your computer, and every poster you see on a wall is an infographic. They are typically short, concise, and targeted, making them the perfect vehicle to capture your attention, inform you of important details, and sell you specific products” (study.com). In this packet you will have many opportunities to use your observation and analysis skills to come to your own conclusions. Hopefully this venture filled with lots of visuals will help you to consider how you spend your time and handle your daily life. Off you go!

- The learning outcomes of your journey through this packet will allow you to:
  
  **MCCRS Standards:**
  RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
  RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
  SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Assignment 1: Thoroughly read and analyze the infographic “The Common Sense Census/Media Use by Tweens + Teens” to respond to the following questions/tasks. Complete sentences using amazing grammar is required. (3 sentence minimum per question.) Paper packet responders: Use extra paper if needed.

1. Which multitasking activity do you believe has the most distracting impact when doing homework? Support your response with why you believe that.

2. Review the section “Media Diets Differ Dramatically”, explain at least 3 differences in media profiles between Teens & Tweens and explain your reasoning for these differences. (Optional: create a graphic organizer like a Venn Diagram or a T-chart to help you organize your thoughts before writing—feel free to include it with your response.)

3. Do you believe the information in the section “Boys are from XBox, Girls Are From Instagram” is accurate? Explain your answer using the data given. You can be creative and write your response in a poem or rap if you chose to. Be sure to use every number (data point) in the chart meaningfully in your answer.
Assignment 1 (continued):
Remember each response should be at least 3 sentences with great grammar.

Use “Surprise! TV and Music Still Dominant Daily Media Diet” for questions 4 & 5.

1. Which 2 activities do Tweens do considerably less than Teens?

2. This data was taken in 2015. Do you believe this is true today? Explain why or why not.

3. “Media Consumption is Highly Mobile” shows Tweens are more likely to own their own tablet, while Teens are more likely to own their own Smartphone. Explain why you agree or disagree with this data from 2015 and what is the reasoning for your response. Be sure your response use the percentages in the data.

THINK ABOUT: Take a good look at the section “Many Media Activities Make Up a Media Diet.” How much of your day is consumed with the activities listed? Consider how you can make the best use of your time.
Assignment 2:

Look at the info-graph to the left. How can you relate to the data given? Think about what overshadows you or causes you stress.

1. Think about you and your peers, do you think teens' experiences with stress have increased or decreased? What factors do you think play a part in your response? For example; do you think that since the start of Distance Learning stress has gone down?

2. Look at the very last percentage on this info-graph, it states that 34% of teens expect stress to increase within the next year. Do you think this could be used as evidence to support your response to question #2?
1. The data states that academics plays a large part in a teens stress level.

(A). What other things might cause teens stress during the school year?

(B) Describe at least 2 stressors you face in your life.

1. Identify at least three of the six ways to reduce stress in the info-graph to the left that would be most effective in dealing with the stressors you listed in Part B of question

2. Explain why you chose these strategies and how they help you.
Assignment 3: Your Time During the Quarantine

Directions: Observe how you have been spending your time for a typical week day during this time, log it into the chart provided (or draw your own). Then answer the questions below.

Take a look at Mrs. Fontaine’s daily schedule as an example.

Mrs. Fontaine’s Schedule for Tuesday, 4.21.2020

<table>
<thead>
<tr>
<th>6:00 am</th>
<th>8:00 am</th>
<th>8:30 am</th>
<th>12:00 pm</th>
<th>12:30 pm</th>
<th>1:30 pm</th>
<th>3:30 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake up and coffee! Watch the News</td>
<td>Make daughter and son breakfast</td>
<td>Telework (contacting parents, making packets, filling in logs)</td>
<td>Make daughter and son lunch</td>
<td>Cleaning time!</td>
<td>More teleworking</td>
<td>Nice long run for exercise</td>
</tr>
<tr>
<td>4:30 pm</td>
<td>5:30 pm</td>
<td>6:30 pm</td>
<td>7:30 pm</td>
<td>9:00 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start Dinner</td>
<td>Eat dinner</td>
<td>Give son a bath</td>
<td>Put son to bed</td>
<td>Go to bed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now you try:
Now using the data you charted, respond to the following questions:

1. What do you spend the most time doing during the day and why?

2. Multiple your response to question #1 by 7 (how many days there are in the week). For example, from Mrs. Fontaine’s chart, she teleworks for 5 hours and 30 minutes a day! If we multiply that by 7, she is spending 38 hours and 30 minutes a week teleworking.

3. Think of another activity (a more rewarding or productive one) you could be doing with all the time from your results listed above. Explain what that activity you came up with. How can this activity help you achieve your goals? You must also list your goals in your answer to this question (Answer should be at least 4 sentences long)

Activity 4: Make your own Infographic!
Use the chart above to make a graph (bar graph, pie chart, etc) of how you are using your time.

**Example:** my time is charted from 0600 to 2100 (15 hours): 2 hours watching the news, 5 hours and 30 minutes teleworking, 3 and a half hours making and eating meals, 1 hour cleaning, 1 hour for exercise, and 2 hour and 30 minutes getting son reading for bed.

**1st step,** divide each section by 15 (my total time charted, yours may differ) in order to get a percentage: $\frac{2}{15}=13\%$, $\frac{5.5}{15}=36\%$, $\frac{3.50}{15}=23\%$, $\frac{1}{15}=6\%$, $\frac{1}{15}=6\%$, and $\frac{2.50}{15}=16\%$ (add all percentages up to check your work; they should = 100%)

**2nd step:** if you are doing a paper packet you may draw your graph of choice by hand. If you are doing an online packet you can either draw by hand and attach a picture with your submission or you can use a graphing tool from Google classroom or word under “insert” and then “Chart”

Example: