

Name of Teacher	Assignment(s) Details
ALBAECK	<p>Period 1, 2, 3: codecombat.com Check Schoology for login information. If you do not have internet access please create a robot out of household items.</p> <p>Period 4, 6: file:///C:/Users/lausd_user/Downloads/EnvironmentalIssuesChoiceBoardPBL%20(3).pdf</p> <p>Students to select one topic and complete 6 of 9 activities.</p>
ARELLANO	<p>Pages: 103-107,161-163,225-22,234,262,308,332,364,396, 135-136,159-160,223-224, Skills Book: 35 & 37</p>
ARMBRUSTER	<p>The following will be graded when you return and will be used for an open note test.</p> <ol style="list-style-type: none"> 1. Read Industrial Revolution pages 428-434. Answer questions 1-5 on page 434 2. Read People of the North pages 435-440. Answer questions 1-5 on page 440 3. Read Social Reform pages 462-467. Answer questions 1-5 on page 467 4. Read Women's Movement pages 476-481. Answer questions 1-5 on page 481. 5. Complete the Monument Project (with the card)
ARREOLA, J (6TH GRADE)	<p>Math - Twenty-one pages from the student's consumable workbook. We will put together the packet in class tomorrow and attach a cover page with the assignment and answers.</p> <p>Science- Students will read pages in their textbook , take notes and answer questions. Topics are "Energy resources" and "Atmosphere." Assignment will be posted on schoology and I will give a one page copy to the student's tomorrow.</p>
ARREOLA, R (MATH 8)	<p>Day 1 (pg 432 1-14, pg 435 pg 436 Day2 pg 437-439 Day3 pg 440-442 Day4 Pg 443-445 and pg 446#15 Day5 pg 346,348-350 Day6 pg 351-353 Day 7 pg 354-356 Day8 pg357-359 pg 360 1,2,3,5 Day9 pg361,362 #15 pg 363-366 Day10 pg 368,369, 371</p> <p>*Also....If I am able to communicate with students during the COVID-19 Pandemic I can supplement material via schoology*</p>
AVECILLA	<p>Health Emphases (Standards)</p> <ol style="list-style-type: none"> 1) Examine steps they can take and skills to develop to promote and protect their health. 2) Practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health. <p>Chapter 10 (Teen Health pages 272-294. Chapter 11 (Teen Health pages 298-329)</p> <p>Students answer text-dependent questions as they read the different sections of the chapter.</p>
AVINA	<p>Students will be mastering Ch. 7 - "The Americas" They will read two lessons and complete activities in their History book and their Inquiry Journal (workbook). Students have received a handout with daily activities including pages to read, questions to respond to, etc.Students will be mastering Ch. 7 - "The Americas" They will read two lessons and complete activities in their History book and their Inquiry Journal (workbook). Students have received a handout with daily activities including pages to read, questions to respond to, etc.</p>

BACH	<p>https://docs.google.com/document/d/1nllxVssrijZW-6R_bfbnzTnRPn3fifwS0i5QqvDwsUA</p> <p>You will be required to document your daily fitness training activities by date, activity, length of time involved or sets done, and get a parent signature daily. The directions on line for this activity are as follows: "We have been spending a lot of time on fitness training. You have been working on your endurance (running), push ups, sit ups, sit and reach and shoulder stretch. I want you to think about what you want to get better at and use that for your assignment.</p> <p>Whatever you want to work on is what you will be doing 5 times a week. We will alternate upper and lower body. For example- if you can't do push ups and you want to get better at them than you should just work on push ups every other day, and do lower body on the other days. Do three sets of the exercises you are working on. Example- do 10 knee push ups 3 times (3 sets) and write that down. If you are running then you don't put down sets, you just write down how long you ran for.</p> <p>Always warm up and stretch the muscles you are working out!"</p> <p>Students without access to the internet at home have been given a hard copy of this assignment in their Physical Education class to take home on Friday, March 13.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 3.M7: Identifies components of health-related and skill-related fitness.</p> <p>Standard 3.M8: Sets and monitors a self-selected physical activity for muscle- and bone-strengthening activity based on current fitness level.</p>
BALDOCCHI	<p>Instruction continues on current chapters and social studies standards being taught.</p> <p>Assignments will be posted on a daily basis via Schoology updates. Students are being informed to take home their social studies textbooks and Inquiry Journal for assignments, and are being reminded to check Schoology daily.</p>
BANUELOS	<p>Students have been given a handout titled Ch. 7 "The Americas" If students have lost it, you can view it under the MATERIALS tab on Schoology. Students need to use their text book and Inquiry Journal to read and respond to ideas about the Americas (Maya, Aztec and Inca). It covers content standards 7.71-7.75. They will read two lessons and complete activities in their History book and their Inquiry Journal (workbook). Students have received a handout with daily activities including pages to read, questions to respond to, etc.</p>
CASTELLANI	
CHAMPION (GRADE 7)	https://drive.google.com/file/d/1l6nyDKMDW6A8iHzSJCXrHIXjoLHxJp4p/view?usp=sharing
CHAMPION (GRADE 8)	https://drive.google.com/file/d/1jyLf6GtyBBHQoz2U-ZD3mtp9rkDq5_-P/view?usp=sharing

CHIODO	<p>Students will be continuing work on their Still Life Drawings either on the paper provided on an acceptable replacement. Students will utilize their reference image for their Still Life which was taking on their personal device or emailing for their reference. Students will also be completing their corresponding worksheets that go along with their work. Additional content will be posted on Schoology for discussions and feedback as necessary.</p> <p>The following CA Visual Art Content Standards are used during this unit/activities: 7. VA:Cr1.1, 8. VA:Cr1.1, 6. VA:Cr2.1, 7. VA:Cr2.1, 8. VA:Cr2.1, 6. VA:Cr3, 7. VA:Cr3, 8. VA:Cr3, 6. VA:Re9</p>
CUNARD (DAY 1-4)	<p>8th Grade English- Collection 6 - The Value of Work</p> <p>Materials you need: Collections Close Reader pg. 111-134 An independent reading book of your choice or your Literature Circle reading</p> <p>Day of instruction & Tasks to complete</p> <p>Day 1 Silent reading for 10 minutes This is the book of your choice that is NOT the textbook. Read "The Flying Machine" (pg. 111-117), Write a 5 sentence summary about the story using key details.</p> <p>Day 2 Silent reading for 10 minutes This is the book of your choice that is NOT the textbook. Revisit "The Flying Machine" (pg. 111-117) Annotate by leaving your thoughts in the margins. Answer questions 1-8 and the short response for the story</p> <p>Day 3 Silent reading for 10 minutes This is the book of your choice that is NOT the textbook. Read "The Flying Machine" GRAPHIC story (p. 118-123) Write a paragraph comparing the similarities and differences between the original story version and the graphic novel version. Cite evidence to support your claims.</p> <p>Day 4 Silent reading for 10 minutes This is the book of your choice that is NOT the textbook. Revisit "The Flying Machine" GRAPHIC story (p. 118-123) Answer questions 1-6 and the short response (p. 118-124)</p>

CUNARD (DAY 5-8)	<p>Day 5 Silent reading for 10 minutes This is the book of your choice that is NOT the textbook. Read "The Real McCoy" (p. 125-130) Summarize the events of the biography and identify key details.</p> <p>Day 6 Silent reading for 10 minutes (book of your choice) Revisit "The Real McCoy" (p. 125-130) Answer questions 1-8 and complete the short response (p.125-130)</p> <p>Day 7 Silent reading for 10 minutes (book of your choice) Read "To Be of Use" (p. 132) Annotate and leave your comments in the margins Answer questions about the poem 1 & 2 and the short response (p. 132)</p> <p>Day 8 Silent reading for 10 minutes (book of your choice) Read "A Story of How a Wall Stands" (p. 133) Answer questions about the poem 3-4 and the short response (p. 133-134)</p>
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CUNARD (Day 9-10)	<p>Day 9 Silent reading for 10 minutes (book of your choice) Write a 1 page reflection about your thoughts on this unit of reading about “The Value of Work” Your reflection should describe the following: How are these stories, poems & texts connected? What is a common theme that these texts share? What was your favorite passage/poem/story? Why? What did you learn from your reading?</p> <p>Day 10 Silent reading for 10 minutes Based on your independent reading book, answer the following: Choose ONE CHARACTER from your book to complete this assignment for. Characterization One-Pager Draw the character based on descriptions in the text (use color) List three strong character traits and include text evidence/quotes as support. Remember to put quotations around the evidence and cite the page number. Create a hashtag for your character that explains your character’s personality or lifestyle Write a commentary about what you like/dislike about this character THIS SHOULD BE ONE PAGE total and in color (see example) Neatness and creativity count.</p>
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DIDONATO (PER 1 ADV ELD)	<p>Period 1: Advanced ELD: Textbook "Issues" - pages 62-71, Issues Portfolio - pages 178-195 This will provide additional practice meeting ELD standards for vocabulary acquisition, reading skill and comprehension, and writing clear and coherent argument</p> <p>Period 3-6: 8th grade English: Close Reader Section: The Value of Work - pages 111-134 This will provide additional practice reading, annotating, and comprehending grade level texts in the form of short stories, biography, and poetry. Collections textbook will be used as a reference for review of concepts. Student Learning Objectives:</p> <ul style="list-style-type: none">- Students will be able to compare two versions of the same story written in two different forms and consider the advantages of one form over the other- Students will be able to analyze the text to draw conclusions and cite textual evidence in support of those conclusions- Students will be able to analyze free verse style elements: alliteration and rhythm.- Students will compare and contrast the effect of the free verse structure and analyze the author's choices. <p>Additionally, ALL classes will have literature circle/independent reading book and a character analysis project to complete independently.</p>
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DIDONATO (DAY 1-4)	<p>8th Grade English- Collection 6 - The Value of Work</p> <p>Materials you need: Collections Close Reader pg. 111-134 An independent reading book of your choice or your Literature Circle reading</p> <p>Day of instruction & Tasks to complete</p> <p>Day 1 Silent reading for 10 minutes This is the book of your choice that is NOT the textbook. Read "The Flying Machine" (pg. 111-117), Write a 5 sentence summary about the story using key details.</p> <p>Day 2 Silent reading for 10 minutes This is the book of your choice that is NOT the textbook. Revisit "The Flying Machine" (pg. 111-117) Annotate by leaving your thoughts in the margins. Answer questions 1-8 and the short response for the story</p> <p>Day 3 Silent reading for 10 minutes This is the book of your choice that is NOT the textbook. Read "The Flying Machine" GRAPHIC story (p. 118-123) Write a paragraph comparing the similarities and differences between the original story version and the graphic novel version. Cite evidence to support your claims.</p> <p>Day 4 Silent reading for 10 minutes This is the book of your choice that is NOT the textbook. Revisit "The Flying Machine" GRAPHIC story (p. 118-123) Answer questions 1-6 and the short response (p. 118-124)</p>
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DIDONATO (DAY 5-8)	<p>Day 5 Silent reading for 10 minutes This is the book of your choice that is NOT the textbook. Read "The Real McCoy" (p. 125-130) Summarize the events of the biography and identify key details.</p> <p>Day 6 Silent reading for 10 minutes (book of your choice) Revisit "The Real McCoy" (p. 125-130) Answer questions 1-8 and complete the short response (p.125-130)</p> <p>Day 7 Silent reading for 10 minutes (book of your choice) Read "To Be of Use" (p. 132) Annotate and leave your comments in the margins Answer questions about the poem 1 & 2 and the short response (p. 132)</p> <p>Day 8 Silent reading for 10 minutes (book of your choice) Read "A Story of How a Wall Stands" (p. 133) Answer questions about the poem 3-4 and the short response (p. 133-134)</p>
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	<p>Day 9 Silent reading for 10 minutes (book of your choice) Write a 1 page reflection about your thoughts on this unit of reading about "The Value of Work" Your reflection should describe the following: How are these stories, poems & texts connected? What is a common theme that these texts share? What was your favorite passage/poem/story? Why? What did you learn from your reading?</p> <p>Day 10 Silent reading for 10 minutes Based on your independent reading book, answer the following: Choose ONE CHARACTER from your book to complete this assignment for. Characterization One-Pager Draw the character based on descriptions in the text (use color) List three strong character traits and include text evidence/quotes as support. Remember to put quotations around the evidence and cite the page number. Create a hashtag for your character that explains your character's personality or lifestyle Write a commentary about what you like/dislike about this character THIS SHOULD BE ONE PAGE total and in color (see example) Neatness and creativity count.</p>
DIDONATO (Day 9-10)	<p>Unique Light and Sound Energy RL.1.1.c Demonstrates an understanding that pictures or objects represent an idea in the text RL.K.1.d With prompting and support, responds by answering questions about a text RL.6-8.1.d With guidance and support, finds evidence that supports the main idea of a text, March math packet (addition, subtraction, money, time, fractions) 2.MD.8.c Recognizes that money has value. 2.MD.8.d Solves word problems using dollars. 4.MD.2.d Tells time to the half hour using a digital clock or to the hour using an analog Clock. K.CC.2.d Counts forward from any number up to 10 1.OA.2.c Combines sets to add</p>
DINSMORE	<p>Students will analyze the narrative structure from three different genres of film including plot structure and themes as well as formulate an opinion based off the films they watched.</p> <p>CTE.AME.FS.10.7</p>
FAYE/PALMER (FAYE'S SUB)	

GALEON	<p>Textbook: Physical Science (Holt California)</p> <p>Unit 6: Studying the Universe</p> <p>Chapters 15: Stars, Galaxies and the Universe (pgs. 434-467)</p> <p>Sec. 1: Stars</p> <p>Review Question - pg. 443</p> <p>Sec. 2: The Life Cycle of Stars</p> <p>Review Question - pg. 449</p> <p>Sec. 3:Galaxies</p> <p>Review Question - pg. 453</p> <p>Sec. 4: Formation of the Universe</p> <p>Review Questions - pg. 457, Chapter Review Question - pg. 462 - 463</p> <p>Chapter 16: Our Solar System (pg.470-515)</p> <p>Sec. 1: A Solar System is Born, Review Question - pg. 479</p> <p>Sec. 2: The Inner Planets, Review Question - pg. 485</p> <p>Sec. 3: The Outer Planets, Review Question - pg. 491</p> <p>Sec. 4: Moons, Review Question - pg. 499</p> <p>Sec. 5: Small Bodies in the Solar System, Review Question - pg. 505</p> <p>Chapter Review Questions - pg. 510-511</p> <p>Instructions:</p> <p>For each section, students are to define the all the key terms (highlighted words) on their notebook.</p> <p>Answer the Section Review Questions for every section.</p> <p>Students are to answer the Chapter Review Questions at the end of each chapter.</p> <p>All answers to Section Review Questions and Chapter Review Questions should be put in their notebook.</p> <p>From: Jaime Gonzalez, Joan Galeon, Araceli Vasquez</p>
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<p>GOLDHOR ENGLISH 7 (PER 1, 2, 4, 5, 6)</p>	<p>Lesson Plans Ms. Goldhor</p> <p>Period 1 Honors English 7 Periods 2,4,5,6 English 7</p> <p>CCSS ELA RI 7.1 Cite text evidence to support analysis of what text says as well as inferences drawn from text,</p> <p>CCSS ELA RI 7.2 Determine 2 or more central ideas in text</p> <p>Week 1</p> <p>1. "Labels and Illusions," Close reading, annotation, respond to text questions, Close Reader pp. 83-86</p> <p>CCSS ELA RL 7.2 Determine theme or central idea of text</p> <p>CCSS ELA RL 7.3 Analyze how particular elements of a story interact.</p> <p>2. "Earth {A Gift Shop}," short story pp. 249-256 Collections text hardcover Respond to text questions 1-6 (handout).</p> <p>Week 2</p> <p>CCSS ELA W7.3 Write narratives to develop imagined experiences or even</p> <p>CCSS ELA W7.4 Produce clear and coherent writing appropriate to task</p> <p>1. Performance Task. Write a science fiction short story where people have had to escape Earth to find home on another planet. Why did they have to leave? Describe your new home On another planet with new gadgets and technology that your characters will encounter. Create a narrator , characters, dialogue ,setting, plot, conflict, and resolution Include a theme that gives us a warning of what could happen to our world unless changes are made. Minimum 2 pages word processed, double spaced, Times New Roman 12 pt. Font</p>
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GOLDHOR CREATIVE EXP. (PER 3)	<p>Period 3, Creative Expressions CCSS ELA RL 7.2 Determine a theme or central idea of a text CCSS ELA RL 7.3 Analyze how elements of a story interact Week 1 1. "Harrison Bergeron," by Kurt Vonnegut, Jr. Close read and annotate short story. 2. Respond to text questions, cite evidence to support opinion, drawing inferences, analyzing theme. (minimum 3 sentences for each question.) Week 2 CCSS ELA W 7.1 Write arguments to support claims with clear reasons and relevant evidence. CCSS ELA W7.4 Produce clear and coherent writing with organization and style appropriate to task. Respond to writing prompt: Think about the criticisms of society made in "Harrison Bergeron." What aspects of today's society seem open to Vonnegut's criticisms? Use evidence from the story, "Harrison Bergeron" Word process 12 pt. Font, Times New Roman, double space</p>
GONZALEZ	<p>I. Science - Holt Physical Science Textbook - Standards MS-ESS 1-1, MS-ESS 1-2 Chapter 15 - Stars, Galaxies and the Universe (pg 434-467) a) Define all the key terms b) Answer section review questions (pg 443, 449, 453, 457) c) Answer chapter review questions (pg 462-463) Chapter 16 - Our Solar System (pg 470 - 515) a) Define all the key terms b) Answer section review questions (pg 479, 485, 491, 499, 505) c) Answer chapter review questions (pg 510-511)</p> <p>II. Spanish - Realidades 1 Complete the packets for Chapters 5B, 6A and 6B. Students can use the Realidades 1 textbook or the e-book from Schoology.</p> <p>III. Health complete the packets for the body systems (digestive, circulatory and respiratory).</p>
GREEN, D (ENGLISH 6)	<p>Close Reader workbook: Collection 2, pp. 18-34 and Collection 4, pp. 61-84. Do all activities, questions, and definitions, including "Short Responses" (writing a paragraph). Make flashcards or Quizlet entries for all words on handout "Academic Vocabulary for Reading, Writing, and Presenting Arguments." CCSS: Reading Literature 1&5; Reading Informational Text 1&3; Writing 2, and Language 1&4.</p>

GREENE, N (ENGLISH/HISTORY 6)	Lessons will be in text book and close reader work book. Also, some technology if students can access from home and if not then options to use paper, pencil and reading book. Students will receive a handout and a copy of the handout on google classroom, and possibly schoology.
GUTIERREZ, F	Unit 17 "My Country my Rights" it includes work based on IEP Goals for Functional Reading, Functional Writing, Functional Math, Life skills, Social Skills, ELD. Packets will be gathered this week and sent home ASAP in case of an emergency. STDS: RL.K.1.d, RL.6-8.1.d, RI.9-12.4.c,L.5.2.d,L.9-12.2.c,2.MD.8.d, 1.OA.1.c, 1.OA.2.c
GUTIERREZ, R - SCIENCE 6 (WEEK 1)	<p>Emergency Plan for 6th Grade Integrated Science</p> <p>Directions: Use the Holt California Earth Science textbook to complete the following readings, section reviews, and chapter reviews.</p> <p>Week 1 Page(s), Title, Directions 156, Chapter 5: Energy Resources, Organize: Double Door</p> <p>Before you read chapter 5, create the FoldNotes entitled "Double Door". Write "Fossil Fuels" on one flap of the double door and "Alternative Energy" on the other flap. As you read the chapter, compare the two topics, and write characteristics of each topic on the inside of the appropriate flap.</p> <p>Note: Instructions for creating FoldNotes are located in the Study Skills section on p. 615 of the Appendix. 158-164, Section 1: Fossil Fuels: Write Cornell Notes 165, Section Review, Complete questions #1-10 166-172, Section 2: Alternative Energy, Write Cornell Notes 173, Section Review , Complete questions #1-12 176, Science Skills Activity, Read "Constructing Graphs from Data" Tutorial and do the "You Try It!" Identifying Relationships, Making Inferences, Predicting Consequences</p> <p>178-179, Chapter Review, Complete questions #1-28</p> <p>RULE OF THUMB for Cornell Notes and Booklet: Write one note per subtitle</p> <p>Cornell Notes Template: https://docs.google.com/document/d/14-tcv5vs_-joXuY4ffMdnlesizvhkoT4tOZJ43cj6-A/edit?usp=sharing</p>

GUTIERREZ, R - SCIENCE 6 (WEEK2)	<p>Week 2 Page(s), Title, Directions 468, Chapter 14: , The Atmosphere, Organize: Booklet</p> <p>Before you read chapter 14, create the FoldNotes entitled "Booklet". On the front cover, title the booklet "The Atmosphere". Label the pages of the booklet with the following titles/sections: Section 1: Characteristics of the Atmosphere Section 2: Atmospheric Heating Section 3: Air Movement and Wind Section 4: The Air We Breathe As you read the chapter, write what you learn about each topic on the appropriate page/section of the booklet.</p> <p>Note: Instructions for creating FoldNotes are located in the Study Skills section on page 616 of the Appendix. 470-473, Section 1: Characteristics of the Atmosphere, Write what you learn in the Booklet in the appropriate section. 473, Section Review, Complete questions #1-8 474-479, Section 2: Atmospheric Heating, Write what you learn in the Booklet in the appropriate section. 479, Section Review , Complete questions #1-11 480-483, Section 3: Air Movement and Wind, Write what you learn in the Booklet in the appropriate section. 483, Section Review, Complete questions #1-9 484-490, Section 4: The Air We Breathe, Write what you learn in the Booklet in the appropriate section. 491, Section Review, Complete questions #1-12 496-497, Chapter Review, Complete questions #1-30</p> <p>RULE OF THUMB for Cornell Notes and Booklet: Write one note per subtitle</p> <p>Cornell Notes Template: https://docs.google.com/document/d/14-tcv5vs_-joXuY4ffMdnlesizvhkoT4tOZJ43cj6-A/edit?usp=sharing</p>
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HARPER	<p>Common Lit, Readworks, and Read Theory. Will make copies for students who do not have computers at home. Read, answer text-dependent questions, and summarize. 1 article per day. This goes for science as well.</p> <p>CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCSS.ELA-LITERACY.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
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KARATHANAS	<p>7th Grade Science Lesson Plan Unit: Natural Processes Shape Earth and Ecosystems</p> <ol style="list-style-type: none">1) Students must use the Life Science textbook by Holt.2) Students read Ch. 9-The History of Life on Earth, pages 262-292.3) Students complete Cornell Notes for each section. The notes can be on notebook paper or computer in the proper format (see Cornell notes in e-portfolio for format).<ul style="list-style-type: none">-Section 1: Looking at Fossils-Section 2: Earth's Changing Continents-Section 3: Times Marches On4) Students complete Chapter Review<ul style="list-style-type: none">-Problems #1 - #28, pages 288-2895) Students complete Standards Assessment<ul style="list-style-type: none">-Questions #1 - #16, pages 290-291 <p>Standards Addressed:</p> <p>MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.</p> <p>MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p>MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p>
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KHABBAZ (PER 1, 2, 5)	<p>Periods 1, 2, 5 (Honors ELA 6)</p> <p>Week 1: Collections Textbook ELA Standards: RL.6.1, RL.6.3, RL.6.5, RL.6.6, RL.6.10, W.6.4, L.6.2</p> <p>Day 1 - Close Reader Textbook: Read "The Mixer" pages 73 - 76 and answer Analyzing the Text Question #1 (page 90)</p> <p>Day 2 - Close Reader Textbook Read "The Mixer" pages 77 - 80 and answer Analyzing the Text question #2 (page 90)</p> <p>Day 3 Close Reader Textbook Read "The Mixer" pages 81 - 84 and answer Analyzing the Text question #3 (page 90)</p> <p>Day 4 Close Reader Textbook Read "The Mixer" pages 85 - 88 and answer Analyzing the Text question #4 (page 90)</p> <p>Day 5 Answer Analyzing the Text questions #5-7 on page 90</p> <p>Week 2: Close Reader Workbook and Textbook ELA Standards: RI.6.1, RI.6.2, RI.6.4, RI.6.5, RI.6.8, RL.6.4, RI.6.8, W.6.4, L.6.2</p> <p>Day 1 : Workbook - Read "The Pod" Pages 19 - 21 and questions 1 - 4</p> <p>Day 2: Workbook- Read "The Pod" pages 22-24 and questions 5-7</p> <p>Day 3: Workbook "The Pod" answer questions 8-10 and Short Response (pages 23-24)</p> <p>Day 4: Textbook - Read "Tribute to the Dog" pages 93 - 94 and answer Analyzing the text questions # 1 and 2 (page 96)</p> <p>Day 5: Textbook - Analyzing the text questions # 3 - 5 for "Tribute to the Dog" (page 96)</p>
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<p>KHABBAZ (PER 3)</p>	<p>Period 3 Advanced ELD (English 3D Workbook) ELD Standards: PI.6.3, PI.6.6, PI.6.7, PI.6.8</p> <p>Week 1 Day 1: English 3D Textbook page 76 Day 2: English 3D Textbook page 77 Day 3: English 3D Textbook page 78 Day 4: English 3D Textbook page 79 Day 5: English 3D Textbook page 80</p> <p>Week 2 Day 1: English 3D Textbook page 81 Day 2: English 3D Textbook page 82 Day 3: English 3D Textbook page 83 Day 4: English 3D Textbook page 84 Day 5: English 3D Textbook page 85</p>
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	<p>Period 4 (ELA 6)</p> <p>Week 1: Collections Textbook ELA Standards: RL.6.1, RL.6.3, RL.6.5, RL.6.6, RL.6.10, W.6.4, L.6.2</p> <p>Day 1 - Close Reader Textbook: Read "The Mixer" pages 73 - 76 and answer Analyzing the Text Question #1 (page 90) Day 2 - Close Reader Textbook Read "The Mixer" pages 77 - 80 and answer Analyzing the Text question #2 (page 90) Day 3 Close Reader Textbook Read "The Mixer" pages 81 - 84 and answer Analyzing the Text question #3 (page 90) Day 4 Close Reader Textbook Read "The Mixer" pages 85 - 88 and answer Analyzing the Text question #4 (page 90) Day 5 Answer Analyzing the Text questions #5 & 6 on page 90</p> <p>Week 2: Close Reader Workbook and Textbook ELA Standards: RI.6.1, RI.6.2, RI.6.4, RI.6.5, RI.6.8, RL.6.4, RI.6.8, W.6.4, L.6.2</p> <p>Day 1 : Workbook - Read "The Pod" Pages 19 - 21 and questions 1 - 4 Day 2: Workbook- Read "The Pod" pages 22-24 and questions 5-7 Day 3: Workbook "The Pod" answer questions 8-10 and Short Response (pages 23-24) Day 4: Textbook - Read "Tribute to the Dog" pages 93 - 94 and answer Analyzing the text questions # 1 and 2 (page 96) Day 5: Textbook - Analyzing the text questions # 3 & 4 for "Tribute to the Dog" (page 96)</p>
KHABBAZ (PER 4)	
KHVU	Module 2, 9-15
KIM, H (HISTORY 6)	https://drive.google.com/file/d/1z4IIP27JcqXnwN-vDJ1_iWbM35XO8-mb/view?usp=sharing
KIM, S (MATH 8)	<p>8th grade Geometry standards modules 10,11,12 all problems on every page Algebra ch 9quadratic functions, ch 10 radical functions all sections odd problems Geometry ch 10 circles , ch 11circumference, area and volume all sections odd problems</p>
KIM, Y (MATH 6)	<p>Students will have the end of unit review questions from the textbook--a total of 7 units. They will have the answer keys to monitor the work while they are completing the packet. CC Math Standards: 6 NS, EE, RP, G, and SP.</p>
KRIELAART	<p>All of my students have online access at home. Their assignments are posted in Schoology. The assignment that they are to work on during any school closure is to read at least two books (novels, non-fiction, no more than one graphic novel) and write book reviews for each that will be posted in Destiny and on the library website upon our return. A rubric and guidelines for the reviews are posted in their class materials on Schoology.</p>

MCKENNA	<p>You will be required to document your daily fitness training activities by date, activity, length of time involved or sets done, and get a parent signature daily. The directions on line for this activity are as follows: "We have been spending a lot of time on fitness training. You have been working on your endurance (running), push ups, sit ups, sit and reach and shoulder stretch. I want you to think about what you want to get better at and use that for your assignment.</p> <p>Whatever you want to work on is what you will be doing 5 times a week. We will alternate upper and lower body. For example- if you can't do push ups and you want to get better at them than you should just work on push ups every other day, and do lower body on the other days. Do three sets of the exercises you are working on. Example- do 10 knee push ups 3 times (3 sets) and write that down. If you are running then you don't put down sets, you just write down how long you ran for.</p> <p>Always warm up and stretch the muscles you are working out!"</p> <p>Students without access to the internet at home have been given a hard copy of this assignment in their Physical Education class to take home on Friday, March 13.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 3.M7: Identifies components of health-related and skill-related fitness.</p> <p>Standard 3.M8: Sets and monitors a self-selected physical activity for muscle- and bone-strengthening activity based on current fitness level.</p>
MEZA	<p>You will need the Impact textbook to complete your work. Refer to Student Schoology page for link to assignments for Chapters 13 "The Spirit of Reform" and Chapter 18 "The Industrial Age". Follow guidelines as directed. Assignments will be collected upon return to class.</p>
MRGURDIC	<p>All Study Guide Review pages in the textbook. Pages 67-69, 137-139, 227-229, 287-289, 361-363, 439-441, 448, 487-489. Covers all standards learned throughout the school year. Students may also work through pages 1 - 82 of the Practice and Skills Fluency Workbook for extra review.</p>
NEILSON	<p>Each class will receive a new song, unless they just received a new song. Students are to continue with their "Practice Records/Logs" and practice and prepare certain section in the song. When class resumes students will test on their assigned practice sections in the songs, based upon a performance rubric. Rubric and song selection will be available via schoology in addition to having a hard copy from Ms. Neilson</p>

NORRIS (WEEK 1)	<p>Emergency Lesson Plan (in case of school closure) Daily reading logs should be continued as usual. Students may complete them on a separate sheet of paper; the handout is not needed.</p> <p>Week 1 From Collections textbook for 7th grade: Collection 1</p> <ol style="list-style-type: none">1. Read "Parents of Rescued Teenage Sailor Accused of Risking Her Life" pg. 20 Complete #1 and #2 on page 232. Read "Ship of Fools," pg. 24 Complete #1-5 on pg. 273. Read Flight of Icarus on pg. 31. Complete 1-6 on pg. 36 <p>For all questions, include the following:</p> <ul style="list-style-type: none">•Thesis sentence•Textual evidence•Interpret and analyze textual evidence <p>Compare and contrast Abby Sunderland to Icarus. How are their actions and motives alike? How are they different?</p> <ol style="list-style-type: none">1. Divide the paper in half – one person per side. <p>On both sides for each character:</p> <ol style="list-style-type: none">2. Draw a portrait of the character based on your inferences.3. In the space around the character, create speech bubbles with "I" statements conveying the different thoughts, attitudes and beliefs of the character about taking risks and adventure.
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NORRIS (WEEK 2)	<p>Week 2</p> <p>For all questions, include the following:</p> <ul style="list-style-type: none">•Thesis sentence•Textual evidence•Interpret and analyze textual evidence <p>1. Read: "From Flesh and Blood So Cheap: The Triangle Fire and Its Legacy" pg. 265 Analyzing the Text: #1-6 pg. 274.</p> <p>2. Read: "The Story of the Triangle Factory Fire" pg. 275 Analyzing the Text: #1-4</p> <p>3. Read: Excerpt from Uprising, pg. 283</p> <p>4. Analyzing the Text: #1-6, pg. 304</p> <p>Complete the Performance Task Writing Activity on pg. 304</p> <p>Standards</p> <p>CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>CCSS.ELA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>CCSS.ELA-LITERACY.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>
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PARK (Per 2)	<p>Period 2 All assignments will be from the Larson textbook Students should do these assignments in order. Pg. 44-46 #1-22 Pg. 94-96 #1-29 Pg. 164-168 #1-35 Pg. 226-228 #1-10,15-23 Pg. 282-284 #1-22 Pg. 384-350 #1-31 Pg. 411-412 #1-40 Pg. 413 #1-14 Pg. 351 #1-6,11-12,14-15 Pg. 285 # 1-6, 9-11 Pg. 229 #1-9 Pg. 169 #1-10 Pg. 97 #1-12, 16-17 Pg. 47 #1-11,13,16</p>
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PARK (Per 3,4,6)	Period 3,4,6 All assignments will be from Go Math book Student should do these assignments in order Pg. 103 #1-7 Pg. 104-105 #1-11 Pg. 106 #1-10 Pg. 161-162 #1-6 Pg. 163 #1-4 Pg. 225-226 #1-11 Pg. 227 #1-3 Pg. 234 #1-16 Pg. 262 #1-8 Pg. 308 #1-10 Pg. 332 #1-8 Pg. 364 #1-20 Pg. 396 #1-16 Pg. 31 #1-12 Pg. 32 #1-4 Pg. 55 #1-15 Pg. 56 #1-4 Pg. 101 #1-11 Pg. 102 #1-4 Pg. 135 #1-8 Pg. 136 #1-4 Pg. 159 #1-13 Pg. 160 #1-4 Pg. 197 #1-14 Pg. 198 #1-2 Pg. 223 #1-15 Pg. 224 #1-4
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RIPLEY	<p>You will be required to document your daily fitness training activities by date, activity, length of time involved or sets done, and get a parent signature daily. The directions on line for this activity are as follows: "We have been spending a lot of time on fitness training. You have been working on your endurance (running), push ups, sit ups, sit and reach and shoulder stretch. I want you to think about what you want to get better at and use that for your assignment.</p> <p>Whatever you want to work on is what you will be doing 5 times a week. We will alternate upper and lower body. For example- if you can't do push ups and you want to get better at them than you should just work on push ups every other day, and do lower body on the other days. Do three sets of the exercises you are working on. Example- do 10 knee push ups 3 times (3 sets) and write that down. If you are running then you don't put down sets, you just write down how long you ran for.</p> <p>Always warm up and stretch the muscles you are working out!"</p> <p>Students without access to the internet at home have been given a hard copy of this assignment in their Physical Education class to take home on Friday, March 13.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 3.M7: Identifies components of health-related and skill-related fitness.</p> <p>Standard 3.M8: Sets and monitors a self-selected physical activity for muscle- and bone-strengthening activity based on current fitness level.</p>
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SEXTON	<p>You will be required to document your daily fitness training activities by date, activity, length of time involved or sets done, and get a parent signature daily. The directions on line for this activity are as follows: "We have been spending a lot of time on fitness training. You have been working on your endurance (running), push ups, sit ups, sit and reach and shoulder stretch. I want you to think about what you want to get better at and use that for your assignment.</p> <p>Whatever you want to work on is what you will be doing 5 times a week. We will alternate upper and lower body. For example- if you can't do push ups and you want to get better at them than you should just work on push ups every other day, and do lower body on the other days. Do three sets of the exercises you are working on. Example- do 10 knee push ups 3 times (3 sets) and write that down. If you are running then you don't put down sets, you just write down how long you ran for.</p> <p>Always warm up and stretch the muscles you are working out!"</p> <p>Students without access to the internet at home have been given a hard copy of this assignment in their Physical Education class to take home on Friday, March 13.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 3.M7: Identifies components of health-related and skill-related fitness.</p> <p>Standard 3.M8: Sets and monitors a self-selected physical activity for muscle- and bone-strengthening activity based on current fitness level.</p>
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SMITH	<p>2 Week Lesson Plan for SDC Math and Science Class</p> <p>Math:</p> <p>6th:</p> <ul style="list-style-type: none">•Complete 2-3 pages worth of 6th Grade minutes per day.•Complete Simplifying Ratios Practice Worksheet <p>7th:</p> <ul style="list-style-type: none">•Complete 2-3 pages worth of 7th Grade minutes per day.•Complete Proportion Word Problems <p>8th:</p> <ul style="list-style-type: none">•Complete 2-3 pages worth of 8th Grade minutes per day.•Complete Exponent Laws worksheet review with multiplication and division. <p>Science 7th: HEALTH BOOK</p> <p>Week 1: Chapter 4 Food and Nutrition. (Pages 88-116) Complete (Reviewing Terms and Facts) in each section and complete Assessment on Page 116</p> <p>Week 2: Chapter 9 Preventing Conflicts and Violence (Pages 244-268) Complete (Reviewing Terms and Facts) in each section and complete Assessment on page 268</p> <p>Science 8th: Complete Theory of Evolution Packet: Over the course of 2 week. Be sure to answer all questions and complete written assignments. (As an accommodation, writing responses must be at least 7 COMPLETE sentences)</p> <p>Week 1: Pages218-233 Week 2: page 234-249</p>
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STERRETT	<p>Content Standards are aligned through the textbook and included workbooks with narrative reading and writing standards.</p> <p>Week 1: Collection 1 Bold Actions Days 1 - 3: Read "Rogue Wave" pages 3 - 14 Copy Story Vocabulary on a separate page Copy narrative terms and define from page 15 Complete the "Analyze the Text" 1 - 7. Answer in complete sentences. DO not rewrite the question, Complete the "Critical Vocabulary" 1 - 5</p> <p>Days 4 - 5: Close Reader Read and complete all included activities for "Big Things Come in Small Packages" pg 3 - 12 Must complete the Short Response on page 12</p> <p>Week 2: Performance Assessment Book Day 1 pages 76 - 77 "Universal Theme" read excerpt and annotate. Complete the Discuss and Decide on the bottom of 77 Day 2 page 78 Read and annotate the folktale "The Grandfather and his Little Grandson." Complete the Discuss and Decide on the bottom of 78 Day 3 page 79 Read and annotate the poem "Aubelito Who." Complete the Discuss and Decide on the bottom of 79 Day 4 pages 80 - 81 Annotate and complete all questions (including short responses) 1 - 6. Day 5 pages 82 and 84 complete Planning and Prewriting and Complete Plan</p>
TABOR	<p>Go Math Study Guide pages, 67,68,69,137,138,139,227,228,229,287,288,289,439,440,441,487,488,489. Fractions, Equivalent Expressions, Relationships in Geometry and Statistics and Probability. Science, Chapters 5 and 14 Energy Resources and The Atmosphere</p>
VALADEZ	<p>Reading Comprehension Skills Packets (Context Clues, Making Predictions) and Paragraph of the Week (Narrative, Opinion). Additional logic puzzle pages and properties of operations math pages. All are also available as Google Docs and will be uploaded to Schoology.</p>

VASQUEZ, A	<p>Seven Graders taking Health use textbook Teen Health. Day 1, follow the steps on page 187 to create a foldable. Then, use the foldable to take notes while reading Lesson one. Day 2, write down the seven vocabulary terms plus their definitions in the Cornell section of your notebook and study them every night. Day 3, work on "Health Skills Activity" on Page 189. Day 4, complete Lesson 1 Review Page 193. Day 5, Do the quick write on Page 194 and read Lesson 2. Day 6, work on "Health Skills Activity" on Page 196. Day 7, complete Lesson 2 Review on Page 197. Day 8, do the Quick write on Page 198, Read Lesson 3 and write down the eight vocabulary terms with definitions in the Cornell notes section of your science notebook. Day 9, do the Hands-on Health Activity on Page 202. Day 10, complete Lesson 3 Review. Standard: Identify the stages of physical, mental, emotional, social growth and development.</p> <p>Eight Graders taking Integrated Science use textbook Physical Science by Holt. Students will focus on Unit 6: Studying the Universe. For each section, students are to define all the key terms (highlighted words) on their notebook. Answer the Section Review Questions for every section. Answer the Chapter Review Questions at the end of each chapter. Answers to Section Review Questions and Chapter Review Questions should be put in their notebook. Chapter 15 is on Stars, Galaxies and the Universe (pgs. 434-467). Section 1 is on Stars and the review section is on page 443. Section 2 is on The life cycle of stars and the review section is on page 449. Section 3 is on Galaxies and the review section is on page 453. Section 4 is on the Formation of the Universe and the review section is on page 457. Chapter review questions are on page 462-463. Chapter 16 is on Our Solar System (pg.470-515). Section 1 is on A Solar System is Born and the review section is on page 479. Section 2 is on The Inner Planets and the review section is on page 485. Section 3 is on The Outer Planets and the review Question is on page 491. Section 4 is on Moons and the Review Question is on pg. 499. Section 5 is on Small Bodies in the Solar System and the Review Question - pg. 505. Chapter Review Questions - pg. 510-511.</p>
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WAH	<p>You will be required to document your daily fitness training activities by date, activity, length of time involved or sets done, and get a parent signature daily. The directions on line for this activity are as follows: "We have been spending a lot of time on fitness training. You have been working on your endurance (running), push ups, sit ups, sit and reach and shoulder stretch. I want you to think about what you want to get better at and use that for your assignment.</p> <p>Whatever you want to work on is what you will be doing 5 times a week. We will alternate upper and lower body. For example- if you can't do push ups and you want to get better at them than you should just work on push ups every other day, and do lower body on the other days. Do three sets of the exercises you are working on. Example- do 10 knee push ups 3 times (3 sets) and write that down. If you are running then you don't put down sets, you just write down how long you ran for.</p> <p>Always warm up and stretch the muscles you are working out!"</p> <p>Students without access to the internet at home have been given a hard copy of this assignment in their Physical Education class to take home on Friday, March 13.</p> <p>Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>Standard 3.M7: Identifies components of health-related and skill-related fitness.</p> <p>Standard 3.M8: Sets and monitors a self-selected physical activity for muscle- and bone-strengthening activity based on current fitness level.</p>
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WAITLEY (GRADE 6)	<p>All requested work is in their consumable textbook; we tore out the pages, stapled it together, and they are to leave it at home. Due upon 2 week return. All work is review.</p> <p>Go Math Textbook: Show all work for problems that require calculations on a separate sheet of paper.</p> <p>6th Grade</p> <p>Study Guide Review Pages 67, 68, 69</p> <p>Study Guide Review Pages 137, 138, 139</p> <p>Study Guide Review Pages 227, 228, 229 Page #'s</p> <p>Study Guide Review Pages 287, 288, 289 Page #'s</p> <p>Study Guide Review 361, 362, 363</p> <p>Study Guide Review Pages 439, 440, 441 Page #'s</p> <p>Are You Ready? Page 448</p> <p>Study Guide Review Pages 487, 488, 489</p>
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WAITLEY (GRADE 7)	<p>All requested work is in their consumable textbook; we tore out the pages, stapled it together, and they are to leave it at home. Due upon 2 week return. All work is review.</p> <p>Go Math Textbook: Show all work for problems that require calculations on a separate sheet of paper. 7th Grade</p> <p>Label all your paper with a title for each assignment.</p> <p>Unit 1 Study Guide Review: Pages 103 – 107 Unit 2 Study Guide Review: Pages 161 – 163 Unit 3 Study Guide Review: Pages 225 – 227</p> <p>Are You Ready: Pages 234, 262, 308,332, 364,396</p> <p>Ready to Go On: Pages, 135-136,159-160, 223-224</p>
WEIGUM	<p>I have explained to students that they will have access to updated assignments via Edlio and Schoology. Students have been advised to ALWAYS/DAILY take the following resources to and from school: ELA Anthology, ELA Close Reader and Soc Stud Textbook.</p>
WEISS	<p>Short reading stories, subject-verb agreement review and review math worksheets</p>
ZOARETS	<p>8th graders and 7th graders were told to make sure they take their GO Math textbooks home. The problems that you are expected to do are all questions that you have been studying all year so far. This will be a great review to get you ready for the SBAC test and to get you ready for next year.</p> <p>For my 8TH GRADERS, please do page 4: 1-20, page 30: 1-12, pg 70: 1-18, pg 94: 1-16, pg 126: 1-12, pg 152: 1-10.</p> <p>For my 7TH GRADERS, please do page 4: 1-12, pg 34: 1-22, pg 58: 1-18, pg 114: 1-10, pg 138: 1-14, pg 170: 1-14.</p>