

HOME TEAM LEARNING SCHEDULE / MATERIALS – 3 PAGES

WEEK OF MAY 4TH

LEARNING SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
Math Live Session <ul style="list-style-type: none">7th 12:00pmAlgebra 12:30pm8th 1:00pm	Science Live Session <ul style="list-style-type: none">7th 12:00pm8th 1:00pm CTE Live Session <ul style="list-style-type: none">See Mr. Lee	English & Social Studies Live Session <ul style="list-style-type: none">7th 12:00pm8th 1:00pm	Electives Live Sessions <ul style="list-style-type: none">See your elective teacher	No live sessions
20 minutes of learning per class (see below).	20 minutes of learning per class (see below).	20 minutes of learning per class (see below).	20 minutes of learning per class (see below).	20 minutes of learning per class (see below).

LIVE SESSIONS

- Schedule
 - Live sessions will be held each day except Fridays using the schedule above. Links to the live sessions will be posted in Teams. Join us as we answer questions, share new information, and connect with one another.
- Accessing the Session
 - Need help accessing the live session? Use this [link](#) to for instructions on accessing the live sessions or reach out to Mrs. West if you need help (kellywe@spokaneschools.org).
- Live Session Tips and Expectations
 - Navigating this digital word is new for all of us. Here are some tips to help you.
 - Here is a [link to a how-to video](#) on accessing a Teams Meeting.
 - Here is a [link to Virtual Viking Norms](#) (expectations) for Teams Meetings.

ENGLISH: MR. GANGELHOFF (ADAMG@SPOKANESCHOOLS.ORG)

- 8th Grade **May 4 – May 11 – Read through Chapter 22 (Scorpion) Chapter 16 (Compass)**
 - Continue working on the Dream On: Imaginative Narratives project on Summit. Begin by finding a PDF copy of your book on the Project Overview at the bottom. Find audio versions on YouTube if you would like to listen. Read at least 1 chapter a day.
 - Complete Checkpoint 1: Reading Analysis Check by picking out and answering one question from each section. Your question must be answered with a Shaw Paragraph.
 - Complete the Weekly Literature Review in Checkpoint 2 and copy and paste it into the Checkpoint document. Keep track of what pages you read this week and find quotes and connections from that section.
 - Finished the book and Checkpoint 1 and 2? Complete the Final Product: Literary Analysis Reflection
- 7th Grade **May 4 – May 11 – Read to page 241 in The Huger Games**
 - We will jump back into From Story to Screen and reading The Hunger Games! Look for the PDF version of the book on the Project Overview page. Find audio versions on YouTube if you would like to listen. Read 20 min each day this week!
 - Begin by filling in the Weekly Literature Review for Part 1 in Checkpoint 1. Find evidence from the text that you connect with and important quotes from the first third of the book. Finally, write questions that you are wondering and think other people could answer.
 - Then, answer the questions in Checkpoint 2 and copy and paste them into the blank checkpoint document. Each week a new set of questions will be due.

MATH: MR. PAULSON (DAVEPA@SPOKANESCHOOLS.ORG)

- 7th Graders
 - Khan Academy **May 4 - May 11 Lessons 11, 12, 15 and quiz 2**
 - April 27 - May 4: Lesson 5, quiz 1, lesson 7, lesson 10
 - April 20 - April 27: Unit 7 lesson 1-3 –online
- 8th Graders
 - Khan Academy: **May 4 – May 11 Lessons 8 – 11 and quiz 2**
 - April 27 – May 4 Unit 8: Lesson 5, extra practice, quiz 1, lesson 6
 - April 20 – April 27 Unit 8: lessons 2-4. -Online
- Algebra
 - MATHia: **May 4 – May 11 Continue working on Module 3 unit 1**
 - April 27 – May 4 Module 3 Unit 1
 - April 20 – April 27 Get yourself logged in to MATHia and go through Getting Started -Online

SCIENCE: MS. JONES (RACHELJ@SPOKANESCHOOLS.ORG)

- ***7th Grade: Genetics-** As you are all aware, we were not able to complete the final product of our “Let’s Talk Genetics “project due to the school closure. Since we are not able to have a Socratic discussion, as your final product I would like you to look back over your checkpoints and previous work in this project and complete a reflection/summary. The instructions for this summary are listed below.
 - Utilizing the articles, case studies, checkpoints, and any other resources you may have access to, please write a 5-7 sentence summary/reflection on what you learned throughout this project. You may use the following questions as a guideline to your reflection:
 - How do humans influence genetics?
 - What are various uses of genetic engineering?
 - What are your thoughts or personal opinions on the use of genetic engineering?
- You may submit this in a word document and email it to me, email me a picture of your handwritten work, or send me a google voice. *(Hint: If you have completed all of your checkpoints throughout this project thus far, you have already answered many of these questions in your responses!)
- ***8th Grade: Solar Cells** - Using the document link provided below (What is a Solar Cell?), and any other resources you have access to (Google), answer the following questions listed below. You may submit this in a word document and email it to me, email me a picture of your handwritten work, or send me a google voice picture of your handwritten work.
 - How do science and engineering work together?
 - What is a Solar Cell?
 - How do Solar Cells work?
 - How can energy be harnessed from the sun to meet human needs?

Link to resource [What are Solar Cells?](#)

SOCIAL STUDIES: MR. REESE (BILLR@SPOKANESCHOOLS.ORG)

7th Grade: Complete the following assignments on **Summit**:

- **Monday:** Washington Tourism
- **Tuesday:** Washington State Fact Sheet
- **Wednesday:** More Facts About Washington
- **Thursday:** Medicine Creek Treaty

- **Friday:** Why Take Their Land?

These assignments can be found in the **Summit project** called “**My State in History (Washington)**” You should **complete one of these assignments daily** (each one should take about 20 minutes) You can work ahead for the week if you choose.

8th Grade: Complete the following assignments on **Summit:**

- **Monday:** Who has the Advantage?
- **Tuesday:** Opinions on War
- **Wednesday:** Civil War Fact Sheet
- **Thursday:** Who Will Win the War?
- **Friday:** Civil War Picture Analysis

These assignments can be found in the **Summit project** called “**Civil War and Reconstruction**”. You should **complete one of these assignments daily** (each one should take about 20 minutes) You can work ahead for the week if you choose.

PAST DUE WORK AND EXTRAS

- Past PFAs
 - After completing the new learning above, you may work on past due PFAs (in red)! We will approve up to two PFAs per day between **10:00am-12:00am Monday through Thursday**. You may request them anytime; we will typically only approve them during those windows of time, so be ready! Once approved, you must complete it that day. Remember, the best way to pass the content assessments is to take notes on the Power Focus Area and use those notes on your test. You may not use other resources or materials on your content assessments.
- Past Projects
 - Additionally, you may work on any overdue projects in Summit that are yellow or red. Check the final products to see what you did not complete and focus on those. Look for additional resources on the Home Away from Home Team to help complete missing work.
- CharacterStrong
 - Join in on the 30 day Kindness Journal [here](#). Mr. Gangelhoff has also been posting the daily challenges on the Microsoft Team, Home Away from Home Team. Follow CharacterStrong on Facebook or Instagram to see what others are doing with the challenges. Remember how important it is to spread kindness during these challenging times in our country and our world! -**Online**