

7th Grade Learning Plan for Week of 5/18/20

Dear APEx Students and Families:

Here is the learning plan for May 18-21. May 22 and 25 are scheduled days off for weather make-up and Memorial Day. Students should be working for about 20 minutes a day per class. Students with IEPs or receiving ELL support, can choose to do the activities in the *IEP/ELL Support* section instead of the assigned Math/ELA/History/Science work.

We recommend that you download this document and keep it on your desktop. This will allow you to access it every day when you start learning.

Your APEx Teachers

Monday, May 18

Math

1. *Virtual Class Meeting @ 2:30 on Math Teams page.* ([Go here to learn how to join a virtual meeting.](#))
2. Watch [this instructional video](#) AND [this video](#). Take notes while you watch the video. Re-watch or pause the video as needed. You will use all the video notes you take throughout the week to help you complete this Thursday's assignment.
3. Work on one of the following options:
 - a. **Option 1:** Continue to take notes for your current PFA. Remember to include all of the key terms in your notes.
 - b. **Option 2:** Work on MobyMax for the remainder of the time.

Science

1. Work on taking 3 pages of notes for a PFA.
2. When finished, email Mr. Crim your notes and a time you want to take the test.

ELA

1. Read chapters 17-19 in *The Giver*. [Here is a link to the text](#). Read pages 133 to 154. Here is a [link to the audiobook](#): listen from 3:20:08 to 3:53:59.

Social Studies/History

1. Take 20 minutes of notes for your current power focus area.
2. When your notes are done, e-mail a photo of your notes to Ms. Smith to request a content assessment.
3. If you are 100% done with power focus areas, work on an additional focus area.

*IEP/ELL Support

*Students with IEPs may substitute Support projects for content class work.

1. Projects are located in the Extra Support channels on [Ms. Douthitt's TEAM page](#).
2. **Math:** Solve 5-10 problems a day in the [Positive and Negatives Number Line](#) packet (you can do this on notebook paper).
3. **Reading and Writing:** Answer the questions for one word a day in the [Vocabulary Doodle 4 project \(you can do this on notebook paper\)](#). Finish the week by writing a paragraph using all four words.
4. **Social/Behavior:** Strategies for making goals, staying calm, managing anger and more are in the [Counseling Channel](#) under Files. Focus on the [Keeping Calm](#) strategies this week.

*Social/Emotional Learning

*Optional activity, does not have to be turned in

1. Look at Slides 1-4 [here](#). After watching the video reflect on the following question:
 - How do you feel when you help someone else?

Tuesday, May 19

Math

1. Watch [this instructional video](#). Take notes while you watch the video. Re-watch or pause the video as needed.
2. Work on one of the following options:
 - a. **Option 1:** Continue to take notes for your current PFA. Remember to include all of the key terms in your notes.
 - b. **Option 2:** Work on MobyMax for the remainder of the time.

Science

1. *Virtual Class Meeting @ 2:30 on History Teams page*
2. Click [here to watch a video](#).
3. After watching, write a 4 to 6 sentence summary.
4. Email your summary to Mr. Crim to turn in.

ELA

Take 20 minutes of notes for your current power focus area. When you get four pages of notes, e-mail or text a photo of your notes to Ms. Sleeth at 206-963-6414. If you are 100% done with focus areas, read a good book for 20 minutes.

Social Studies/History

1. Go to Summit and select *Perspectives from the Past* project from Year Tab.
2. Open [Checkpoint 4](#) and scroll down to the [Resources for Everyone](#) section.
3. Open the document *Historical Context Brainstorm* in the [Resources](#) section.
4. Read and complete the [When, Where, Who](#) sections.
 - a. Two key requirements: Your own story must be set in the treaty-making period in Eastern WA and it must include at least 5 historical facts.

*IEP/ELL Support

*Students with IEPs may substitute Support projects for content class work.

- Projects are located in the Extra Support channels on [Ms. Douthitt's TEAM page](#).
 - **Math:** Solve 5-10 problems a day in the [Positive and Negatives Number Line](#) packet (you can do this on notebook paper).
 - **Reading and Writing:** Answer the questions for one word a day in the [Vocabulary Doodle 4 project \(you can do this on notebook paper\)](#). Finish the week by writing a paragraph using all four words.
1. **Social/Behavior:** Strategies for making goals, staying calm, managing anger and more are in the [Counseling Channel](#) under Files. Focus on the [Keeping Calm](#) strategies this week.

*Social/Emotional Learning

*Optional activity, does not have to be turned in

1. Look at Slides 5-6 [here](#).
2. Complete the Dare assignment on Slide 6.

Wednesday, May 20

Math

1. Watch [this instructional video](#) AND watch [this video](#). Take notes while you watch the videos. Re-watch or pause the video as needed.
2. Work on one of the following options:
 - a. **Option 1:** Continue to take notes for your current PFA.
 - b. **Option 2:** Take the content assessment for the current PFA that you are working on. Remember to email Mr. Egger your notes before you request to take the assessment.

Science

1. Work on taking 3 pages of notes for a PFA.
2. When finished, email Mr. Crim your notes and a time you want to take the test.

ELA

Read chapters 20-23 in *The Giver* (finish the book). [Here is a link to the text](#). Read pages 154 to 182. Here is a [link to the audiobook](#): listen from 3:53:59 to the end of the book.

Social Studies/History

Virtual Class Meeting @ 2:30 on History Teams page

1. Go to Summit and select *Perspectives from the Past* project from Year Tab.
2. Click on [Checkpoint 4](#) and scroll down to the [Resources for Everyone](#) section.
3. Open the document *Historical Context Brainstorm* in the [Resources](#) section.
4. Reread what you filled in yesterday.
5. Go back to [Checkpoint 4](#) and open the assignment at the top. In [Checkpoint 4's assignment](#), answer the 4 questions to outline your historical fiction.
6. Two key requirements: Your own story must be set in the treaty-making period in Eastern WA and it must include at least 5 historical facts.
7. ***Please submit Checkpoint 4 for feedback today.**

*IEP/ELL Support

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 - **Reading and Writing:** Answer the questions for one word a day in the [Vocabulary Doodle 4 project \(you can do this on notebook paper\)](#). Finish the week by writing a paragraph using all four words.
2. **Social/Behavior:** Strategies for making goals, staying calm, managing anger and more are in the [Counseling Channel](#) under Files. Focus on the [Keeping Calm](#) strategies this week.

*Social/Emotional Learning

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1. Look at Slide 7 [here](#).
2. Complete the Strategy assignment on Slide 7. Bonus points if you connect with one of your teachers through email or Teams to share a rose, bud, and thorn.

Thursday, May 21

Math

1. Check your email. A worksheet will be emailed to you by Mr. Egger relating to the instructional videos you watched this week. Directions will be given to you on the worksheet.
2. When you have completed the assignment, take a picture of your work and email the picture back to Mr. Egger for feedback.

Science

1. Click [here to watch a video](#).
2. After watching, write a 4 to 6 sentence summary.
3. Email your summary to Mr. Crim to turn in.

ELA

In Summit:

1. Go to our project *From Story to Screen*.
2. Open checkpoint 1 called "Literature Circles."
3. **Scroll down** in the checkpoint overview to the file called "Reading Comprehension Questions: The Giver."
4. Answer all eight questions for Circle 4.
5. **Assignment is due today.**

Social Studies/History

1. Go to Summit and select *Perspectives from the Past* project from Year Tab.
2. Open the Final Product (look for the star!) [Historical Fiction on the Washington Territory](#).
3. Open the [\(Draft\)](#) document at the top.
4. Start writing your historical fiction. Remember to go back to the work you did in Checkpoint 4 if you need help.
5. Requirements: Must be set in the treaty-making period in Eastern WA. Must include at least 5 historical facts. Must be at least 400 words long.

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- **Reading and Writing:** Answer the questions for one word a day in the [Vocabulary Doodle 4 project \(you can do this on notebook paper\)](#). Finish the week by writing a paragraph using all four words.
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*Social/Emotional Learning

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1. Look at Slides 8-10 [here](#).
2. Do the Gratitude Challenge on Slide 8. Consider the “bones” in our community that you can help “heal.”