

HARFORD COUNTY PUBLIC SCHOOLS
RECOMMENDED LEARNING EXPERIENCES WEEK 3
Grades 6-8

CONTENT AREA: LANGUAGE ARTS

Essential Question(s)

What does it mean to persevere through a challenge?

Standard(s) Addressed

[English Language Arts Standards – Literature, Informational, and Writing \(http://www.corestandards.org/\)](http://www.corestandards.org/)

- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Learning Experiences

- Each day read a fictional piece of text for at least 30 minutes. While reading, keep a journal to record text evidence of how the character responds to challenges. Respond in the journal to the following questions:
 1. What problem/conflict does the main character face?
 2. How does the problem develop over the course of the text?
 3. How does the character respond to the problem and events in a way that shows perseverance?
- After finishing the full text, respond to the following writing prompt: Based on the character's actions, evaluate how the character changes over the course of the text as he/she responds to challenges. In your response, be sure to include specific examples and details from the text.
- Interview a family member or friend who has also experienced persevering through a challenge. Develop five questions to ask and record the responses in your journal.
- Personal Narrative: Write about a time you faced a challenge. How did you persevere? What lesson about life did you learn?

Extensions/Enrichment

- Music: Create a playlist of songs supporting the character you read about for Language Arts as he/she faces the challenge. Think about what songs or what genres of music might help the character persevere. Explain why these songs and this genre help the character. Then, think about yourself. Create your own playlist of music to help you through challenging times. What specific songs and overall genres of music help you the most? Explain why. What musical choices will you make to better assist you when facing a challenge?

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CONTENT AREA: MATHEMATICS

Essential Understandings

There is an agreed-upon order in which operations are carried out in a numerical expression.
A solution of an equation is a value for the variable that makes the equation true.

Standard(s) Addressed

<https://mdk12.msde.maryland.gov/INSTRUCTION/StandardsandFrameworks/mathematics>

- Write and evaluate numerical expressions involving whole-number exponents.
- Write, read, and evaluate expressions.
- Apply the properties of operations to generate equivalent expressions.
- Identify when two expressions are equivalent.
- Reason about and solve one-variable equations.
- Make sense of problems and persevere in solving them.
- Construct viable arguments and critique the reasoning of others.
- Attend to precision.
- Look for and make use of structure.

Learning Experiences

- Complete at least 5 of the 6 items from the Middle School Mathematics Problem Set (*see addendum*).

Extensions/Enrichment

- <https://student.desmos.com/?prepopulateCode=2ytmkf>
- <https://student.desmos.com/?prepopulateCode=9s6tfs>
- <https://www.explorellearning.com/index.cfm?method=cResource.dspView&ResourceID=255>
- <https://md.mypearsonsupport.com/practice-tests/math/>
- Mathematics 8: Continue to work in Mathia, accessed through itslearning.

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CONTENT AREA: SOCIAL STUDIES

Essential Question(s)

What factors (e.g., geography, historical events, economics, etc.) shape a geographic region?

Standard(s) Addressed

<http://marylandpublicschools.org/about/Pages/DCAA/Social-Studies/MSSS.aspx>

- Understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.

Learning Experiences

- Create a travel brochure for a region of the United States or the world. This may include somewhere local, such as your own neighborhood, or a place you may have seen on TV.
- Research a location of interest to you.
- Take notes on the following areas: people, culture, climate, wildlife, economics.
- Make your brochure as a trifold (fold the paper in thirds). Include relevant information about the people, culture, climate, government, etc. Possible resources to use are listed below.
 - <https://mpt.pbslearningmedia.org/subjects/social-studies/>
 - <https://www.virtualfieldtrips.org/video-library/videos-by-curriculum-area/social-studies-videos/>
 - <https://www.discoveryeducation.com/community/virtual-field-trips/>

Extensions/Enrichment

- Take a picture of your brochure and send to a friend or a teacher via text, email, or social media.
- Ask the person you shared your brochure with about your place. How interesting is it? What else would be needed to make it more interesting?
- PE: Engage in a sport/popular activity from the region you researched for Social Studies. Journal a reflection on the benefits of the sport and how it influences the culture.
- Practice for the State US History Assessment (<http://www.marylandpublicschools.org/about/Pages/DCAA/Social-Studies/8GradeUSH.aspx>)

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CONTENT AREA: SCIENCE
<p>Essential Question(s) How do the big ideas of science help us better understand the natural world?</p> <p>Standard(s) Addressed https://www.nextgenscience.org</p> <ul style="list-style-type: none">• Develop an understanding of the disciplinary core ideas and develop a coherent and scientifically based view of the world using the crosscutting concepts. The crosscutting concepts bridge disciplinary boundaries, uniting core ideas throughout the fields of science and engineering.
<p>Learning Experiences</p> <ul style="list-style-type: none"><input type="checkbox"/> Refer to the “Crosscutting Concepts Exploration” (<i>see addendum</i>) and choose four of the seven crosscutting concept prompts/questions to complete.
<p>Extensions/Enrichment</p> <ul style="list-style-type: none"><input type="checkbox"/> CTE: What are the impacts of the COVID-19 pandemic on specific Career and Technology areas of study? (For example, Business Education and the Financial Market)<input type="checkbox"/> PLTW: Design and Modeling - Review the following video and create a Multiview sketch to address a current problem (For example, collect test samples with no human contact) https://instructional-resources.s3.amazonaws.com/Professional_Development/trailers/html/dm_trailer.html<input type="checkbox"/> PLTW: Automation and Robotics - Review the following video and journal an application of robotics to aid and assist medical staff dealing with the collection of medical samples. https://instructional-resources.s3.amazonaws.com/Professional_Development/trailers/html/ar_trailer.html

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CONTENT AREA: WELLNESS AND MINDFULNESS

Essential Question(s)

What exercises/activities could you incorporate into your daily routine that would maintain or achieve a health-enhancing level of fitness and wellness?

Standard(s) Addressed

<http://marylandpublicschools.org/about/Documents/DCAA/PE/MPhysicalEdContentStandardsPK-12.pdf>

- Participate in a variety of aerobic-fitness activities such as cardio-kick, step aerobics and aerobic dance.
- Participate in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, bodyweight training and light free-weight training.
- Participate in a variety of self-selected aerobic-fitness activities outside of school such as walking, jogging, skating, dancing and swimming.

Learning Experiences

- Physical Activity Calendar – English https://www.shapeamerica.org/uploads/pdfs/2020/resources/activity-ideas-calendar_english.pdf
- Physical Activity Calendar – Spanish https://www.shapeamerica.org/uploads/pdfs/2020/resources/activity-ideas-calendar_spanish.pdf
- Mind and Body Calendar – English <https://www.shapeamerica.org/uploads/pdfs/2020/calendar/March-2020-Secondary-Calendar-English.pdf>
- Mind and Body Calendar – Spanish <https://www.shapeamerica.org/uploads/pdfs/2020/calendar/March-2020-Secondary-Calendar-SPANISH.pdf.pdf>
- PE: Deck Fitness: Open PhysEd Curriculum
 - Activity Procedures
 - Today’s friendly competition is Deck of Fitness. The object of the game is to do as many repetitions as you can of each exercise.
 - When you draw a card, you will use the exercise chart to determine which exercise to do. Complete the number of repetitions shown on your card. For example, if you draw the 4 of hearts, perform 4 jumping jacks.
 - Face cards (e.g., a king) are worth 10 repetitions. Aces are worth 11 repetitions.
 - In round 1, you and your family/friends will play together and select 1 card for everyone to perform. In round 2, you can compete. Everyone will choose their own card and complete their own repetitions/exercises.
 - Helpful tips to keep in mind with this activity:

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- Make sure you pace your activity safely. Do not sacrifice proper form for the sake of speed.
- Be sure you have enough activity space for safe movement.
- Follow this format, or create your own
 - Hearts = Jumping Jacks
 - Clubs = Push-Ups
 - Diamonds = Invisible Jump Rope Jumps
 - Spades = Squats
- Take a mindful walk. For example, while taking a walk through your neighborhood, notice everything you can through your five senses. What are 10 things you see and have not noticed before? What are 5 things you hear? What are 3 things you smell? As you walk, pause and engage in mindful movements. For example, stop at a curb and do at least 10 calf raises. Walk up a hill and pay attention to the muscles you are using as compared to when you are walking on a flat surface. On a flat surface, do at least 10 walking lunges. If there is a bench, do at least 10 step ups. When you get back to where you started, pause and do at least 10 squats. Take three deep breaths and see how you feel.
- Any game requiring concentration can be a form of mindfulness. Rather than the mind wandering, games of concentration help focus thoughts on one specific area. Board and card games can work for this, as can math games such as Sudoku and word games such as crossword puzzles. Even simple games like Simon Says can be a fun way to practice mindfulness and help the brain tune out other thoughts. Pick a game and give it a try! Then, reflect on how playing the game impacted your mood, thoughts, and feelings.
- A way to check in with how you are feeling is called the SEAT strategy. Here is how it works: Find a quiet place to sit or lie down. Get comfortable and close your eyes. Take a deep breath and answer the following questions for yourself: What **S**ensations are in your body? What **E**motions are you feeling? What **A**ctions do you want to take? What **T**houghts pop into your head? This mindful check in with yourself can help identify and name current feelings and give you a clearer sense of what might be causing your feelings. This process can also help you identify healthy actions to take in the moment.
- Simple breathing techniques can help quiet mental chatter and encourage feelings of calm and well-being. One technique is called the 7/11 breath. It is as simple as breathing in for 7 seconds and then exhaling slowly for 11 seconds. After just a few breaths like this, you may notice a marked change in how you feel. Try doing 12-15 repetitions whenever you need to calm yourself down or stop your brain from jumping from one thought to the next. Then, see how you feel.
- Zooming in is a mindfulness strategy quieting our brains and allowing us to focus on whatever it is we want. It works well with sounds. To start, make (or have someone else in your home make) some type of melodic sound such as ringing a bell, strumming a guitar, or hitting a spoon against a pan. Focus on the sound and try noticing the beginning, middle, and end. Try this several times. Then, sitting quietly with your eyes closed, listen for sounds you can hear close by. Notice sounds

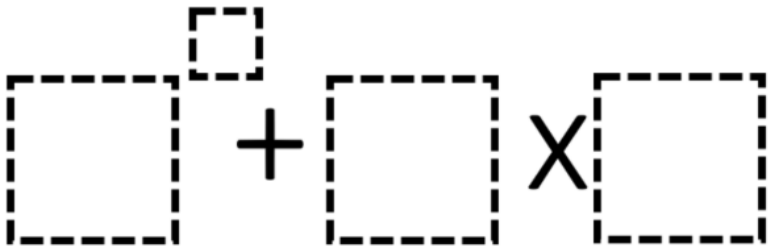
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from your right, your left, behind you, and in front of you. After a few minutes, notice sounds farther away such as sounds of traffic, birds, etc. Try to separate each sound and notice the qualities of each. Notice how sounds change as they move towards you or away from you.

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Mathematics Problem Set: Complete five of the six problems.

<p>1. Directions: Using the digits 1 – 5, no more than one time each, place a digit in each box to create an expression with the largest possible value. Show the work for all your attempts.</p> <div style="text-align: center;">$\square^{\square} + \square \times \square$</div> <p>Hint: Where would you put your largest digit?</p>	<p>First Attempt:</p> <p>What did you learn from this attempt? How will your strategy change on your next attempt?</p>	<p>Further Attempts:</p>
<p>2. Write three equations whose solution is $x = 3.5$.</p> <p>Hint: What effect does changing the coefficient have?</p>	<p>Work:</p>	

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3. Which One Doesn't Belong?

$(13 - 12 \div 2) + 3 \cdot 2$	$12 + (9 \div 3)^2$
$20 - 16 \div 8 + 5$	$38 - (2 + 4) + 20 - 3$

Explain why the expression in one corner does not belong. Then try to explain why the expression in every other corner does not belong.

4. Directions: Using the digits 1 – 9 no more than one time each, place a digit in each box to make a true equation where x has the greatest value possible.

$$\boxed{}\boxed{} + x = \boxed{}\boxed{}$$

$$x = \boxed{}\boxed{}$$

Hint: Which constant should have the greater value?

First Attempt:

Further Attempts:

What did you learn from this attempt?
 How will your strategy change on your next attempt?

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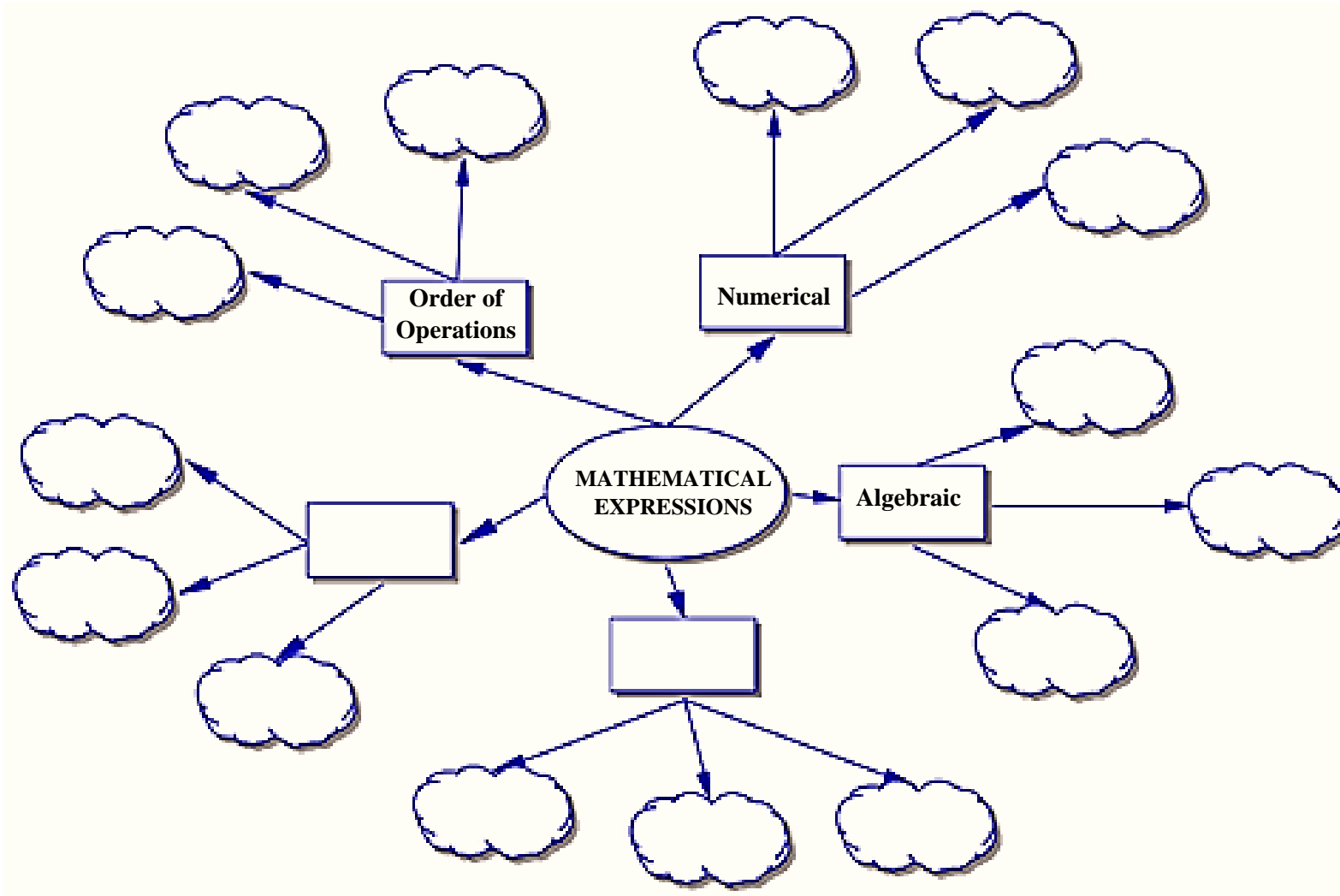
5. Shay, Pat, and Jesse incorrectly simplified the expressions.
 Find and correct their errors.

Corrections:

Shay	Pat	Jesse
$5 \times 6 - 3^3 \div 3 =$	$2 + 3(5 + 4) =$	$\frac{4(8 - 2)}{2 + 1} =$
$5 \times 6 - 9 \div 3$	$2 + 3(9)$	
$30 - 3 = 27$	$5(9) = 45$	$\frac{4(6)}{2 + 1}$
		$24 \div 2 + 1$
		$12 + 1 = 13$

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6. Directions: Create a concept map below for the term “Mathematical Expressions.”
Fill in as many related vocabulary terms and ideas as possible. Feel free to draw more arrows and bubbles as necessary.



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Crosscutting Concepts Exploration for 6 – 8 Science

The crosscutting concepts are very important to scientists. They are what link the earth, life and physical sciences together. To complete this Exploration, go outside and explore where you live to observe how these concepts are found around you (or explore inside your home). Record your observations and your answers to each question in a journal or on notebook paper. If you need suggestions on how to respond to each question, use the reference guide provided on the next page.

- **Patterns** – Take a walk through your neighborhood, backyard, or around your home and look for patterns. You can look for types of soil or rocks, locations of trees or flowers, or patterns in clouds. Consider collecting data on sunrise and sunset. Record the patterns you notice either in words or as a sketch.
 - Respond to the prompt: Identify and describe the factors influencing the pattern that you noticed.
- **Cause and Effect** – Identify a cause and effect in your environment. For example, consider how buds forming on trees, grass turning green, and changing wildlife populations reflect a cause and effect relationship. Record an example you observe and explain the cause and effect.
 - Respond to the prompts: Identify and describe a natural event or phenomenon having more than one cause. Explain what would happen if one cause was changed or removed.
- **Scale, Proportion, and Quantity** – Look around and notice energy in its different forms. Consider wind, solar, food, and electrical energy. Select three objects and in simple terms, indicate the amounts of energy available in each. Rank them from most available energy to least available energy.
 - Answer the question: How does the scale or size of something impact available energy?
- **System and System Models** – Create a sketch of a system such as an ecosystem, the weather, the water cycle, or a system in your home, and label the parts of the system you chose. Indicate the function of each part of the system.
 - Answer the question: If one or two parts of the system are disrupted, how would it impact the whole system?
- **Energy and Matter** – Select water or sunlight. Describe the path of water or sunlight between the living and non-living parts of the environment. Create a list or a sketch of your findings.
 - Answer the question: Select one transfer point where matter or energy moves from a living to a non-living component and explain how energy gets transferred.
- **Structure and Function** – Select one object, either living or non-living, and describe the structure of the object. Then, make a connection between the parts of the object and its function.

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- Answer the questions: What will happen if you change the structure of the object? Identify one change in the object and one specific way the function will change.
- **Stability and Change** – From winter to spring, the Earth is rapidly changing. Identify and describe at least five observations related to how the environment is changing. Explain how the environment remains stable given these changes.
 - Respond to the prompt: Consider a specific animal or plant and describe how it changes and remains stable throughout its lifespan.

Note: Sentence starters listed on next page may be used to help prompt thinking as you respond to the questions.

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Next Generation Science Standards CROSSCUTTING CONCEPTS

Energy and Matter

- I noticed I can break ___ into smaller pieces, put together ___ into larger pieces, and change the shape of ___.
- The ___ is made of ___ particles too small to see. I know they are there because ___.
- Although ___ changed, the total weight ___.
- In the (physical/chemical process) the number of atoms ___.
- The (thermal energy, energy of motion, energy in the field) transferred from ___ to ___.
- In terms of energy and matter I observed ___.

Structure and Function

- The ___ is (name of shape). The shape helps it to ___.
- The parts of ___ help it to ___.
- I think the parts of the object that are too small to see look like ___ because they ___.
- The best material for ___ is ___ because ___.
- The molecular structure of ___ allows it to ___.
- The ___ (designed system) functions the way it does because of the interrelated parts, ___, ___ and ___.

Scale, Proportion, and Quantity

- I noticed that ___ was (bigger, faster, longer, hotter) than ___.
- The object is ___ (inches, feet)
- Some ways I can measure the object are ___.
- A mathematical expression that represents this situation is ___.
- The pattern that occurs in the model would ___ on a larger/smaller scale.
- Using the data, I can predict that as the independent variable increases/decreases the dependent variable will ___.

Systems and System Models

- The ___ has this many parts. The parts are ___. They work together by ___.
- The ___ would not function without ___.

Next Generation Science Standards CROSSCUTTING CONCEPTS

Stability and Change

- ___ stayed the same, but ___ changed.
- ___ changed ___ (Slowly/quickly)
- Over a ___ period of time, the system ___.
- At this scale the forces ___, whereas at a (smaller/larger) scale the forces ___.
- When ___ changes in the system ___ happens.
- In order to stabilize the system, we would need to ___.
- The positive feedback, ___, destabilized the system by ___.

Patterns

- The pattern I see is ___.
- I noticed that ___ is similar to ___.
- I noticed that ___ is different from ___.
- If this pattern continues, I predict ___.
- The pattern on the graph shows me ___.
- When I see the pattern change this way, I think ___ s causing the change.
- At this scale/size, the pattern is ___ and on a larger/smaller scale the pattern is ___.
- I will redesign the solution by ___ based on the pattern of performance of ___.

Cause and Effect

- I think the reason ___ happened is because ___.
- ___ changed because of ___. I know this because ___.
- Although ___ and ___ happen together, it does not mean that ___ caused ___ to happen.
- I predict ___ will happen when/if ___.
- ___ caused ___. My evidence is ___.
- ___ and ___ are related, but ___ did not cause ___ to change/occur.
- I propose that ___ caused ___ to occur based on the evidence of ___.
- As a result I predict ___.

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SAMPLE WORLD LANGUAGES AND ENGLISH LANGUAGE LEARNER EXPERIENCES

The following learning experiences are available for children enrolled in a world language and/or English Language Learners. The scenarios and experiences provide sample ideas to practice language acquisition skills.

Level: 1

Scenarios and Experiences

- It is the first day of class. Mary is introducing a new classmate, John, to her class. Be sure to write this introduction in complete sentences. Be sure to include the following in your 10- sentence introduction. Be sure to write in your second language.*
 - The introduction of John
 - Telling where John is from
 - John's nationality
 - John's age and birthday
 - A description of John's family members (names, relation and profession)
 - John's likes and dislikes

- You just met Lou, a foreign exchange student at your school. Write him a note introducing yourself. Be sure to write this introduction in complete sentences. Be sure to include the following in your 10-sentence introduction. Be sure to write in your second language.*
 - Your name
 - Your age
 - Your nationality
 - Your age and birthday
 - A description of your family members (names, relations and professions)
 - Your likes and dislikes

- Describe the classes in school that you typically have on an "A" day. Be sure to write in your second language.*
 - Name each class
 - Name each teacher
 - Describe each teacher using 3 adjectives for each
 - Tell the time that the class meets on a 1-2-3-4 rotation
 - Describe what you do in each class

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SAMPLE WORLD LANGUAGES AND ENGLISH LANGUAGE LEARNER EXPERIENCES

- Write a paper, in English, in which you discuss three other countries that speak the language that you are studying. Include the following:*
- Describe the continent, population, primary language, form of government and currency.
 - Compare and contrast traditions and cultures of the countries chosen with the U.S.
 - Be sure to mention at least three of the following: art, education, food, sports, music, tourism, pasttimes.