

Fitness Game Design Project

DIRECTIONS:

You have been tasked with creating a new fitness-based game! Discuss ideas, test them out to see if they work in the gym or yard outside and refine them during your design process to come up with an AWESOME fitness-based activity!

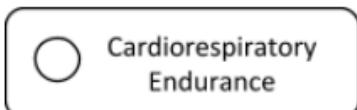
CRITERIA:

- Your game/activity must be designed to improve an area(s) of fitness.
- Everybody must be moving at the same time during your game (no standing around/waiting).
- Your game/activity must be designed to be played in your determined area (gym, yard).
- NO HUMAN TARGETS (i.e. dodgeball-type games are off limits).
- Your game/activity must be inclusive (non-elimination).

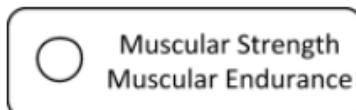
Name of Fitness Game: _____

Look around your house for different creative equipment items (i.e. plastic sack, make a piece of paper into a ball, etc.) What equipment will your fitness game require? Write what equipment you will need and how much of each piece of equipment you will need in the box below. Be specific and creative!

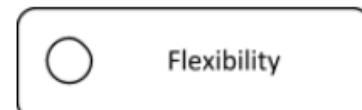
What area(s) of fitness will your game be designed to enhance? Color in the circle of the area(s) of fitness your game will enhance. Use the infographic below when discussing with your group to help.



Does it make your heart beat fast?



Does it make your muscles feel tired?



Does it stretch out your muscles?

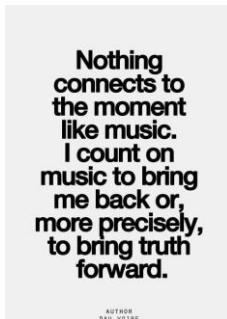
On the lines below, use full sentences to explain how your game will enhance the areas of fitness you selected above. Be sure to clarify how the movements/exercises that are being done as part of the game link to areas of fitness.

6th - 8th Music Activities

Please use the menu of options below to engage in music exploration.

Read the four quotes and reflect on their meaning.

- In what ways do you agree or disagree with the quotes below?
- How does music continue to connect us to each other during this time of social distancing?
- How does music connect you to people across cultures or ages?



"Music is a moral **LAW**. It gives soul to the universe, wings to the mind, **FLIGHT** to the **IMAGINATION**, and charm and gaiety to **LIFE** and to everything." Plato

Ray Ayers
"THE TRUE BEAUTY OF MUSIC IS THAT IT CONNECTS PEOPLE."

MAKERS
EVERYTHING IN THE UNIVERSE HAS A RHYTHM, EVERYTHING DANCES.
—Maya Angelou

Listen to a piece of music (anything you want) and draw a picture of what you think it is about or what it made you feel.

Create a Music Soundtrack:

- Choose your 4 favorite songs
- Write a letter to your younger OR older self about why these are your favorite songs right now and what they mean to you.
- Draw a picture to serve as your 'cover art' for your soundtrack.

Ask someone in your household: What's your favorite song and why? Listen to it together.



Social Studies - 8

Recently in eighth grade students began learning about early US History. In these at home learning opportunities you will focus on the founding of our US government. Some information may be review and some may be new. Feel free to use any resources you have (such as the internet or books) to explore the topics more each week. Each week will connect to the last as much as possible.

Outcome: Students will be able to discuss possible limits on First Amendment freedoms and why these limits may be necessary.

Directions: Read each of the following scenarios. If you think the action described is allowed, circle yes. If you think the action described is not allowed, circle no.

1. A student refuses to participate in the Pledge of Allegiance with the rest of his class. He says it is against his religion. He stays quietly in his seat while the rest of the class recites the pledge.

Is this allowed? YES NO Describe why.

2. A group of college students who oppose U.S. involvement in foreign wars gather in a public park and burn an American flag as a symbol of their protest.

Is this allowed? YES NO Describe why.

3. A newspaper receives top secret documents that show that the government has been lying about its involvement in an ongoing war. The newspaper publishes the documents to reveal the truth to the public.

Is this allowed? YES NO Describe why.

4. A group of white supremacists (people who believe descendants of white Europeans are superior to other people) gather in Washington, D.C., and march to the U.S. Capitol. They have a permit for their event and march calmly while chanting and carrying signs that harshly criticize other races.

Is this allowed? YES NO Describe why.

5. A group of people with cancer, including several teenagers, believe that marijuana could help ease their suffering. They organize a petition to gather signatures from voters who believe that the state should pass a law allowing doctors to prescribe marijuana to their patients as a form of medical treatment.

Is this allowed? YES NO Describe why.

Scenario Explanations On the Back

I. A student refuses to participate in the Pledge of Allegiance with the rest of his class. He says it is against his religion. He stays quietly in his seat while the rest of the class recites the pledge. (primarily freedom of religion)

Explanation: The First Amendment protects the free exercise of religion, and schools or other public institutions must (within reason) respect individuals' beliefs and cannot do things that make it appear that they have endorsed a single religion. The 1939 Supreme Court case of Minersville School District v. Gobitas ruled that students cannot be compelled to recite the Pledge of Allegiance. Students who don't participate do not need to give an explanation, but religious beliefs are often cited. Students who do not participate cannot disrupt the rest of the class who choose to participate.

2. A group of college students who oppose U.S. involvement in foreign wars gather in a public park and burn an American flag as a symbol of their protest. (primarily freedom of speech)

Explanation: Although many people find it distasteful, burning an American flag is protected by the First Amendment. Burning a flag is an example of symbolic speech (speech that gets its message across without using words). Because of the First Amendment's protections, the only way to make flag burning illegal would be to pass a constitutional amendment, something that has been proposed and attempted at various points in history, but has never succeeded.

3. A newspaper receives top secret documents that show that the government has been lying about its involvement in an ongoing war. The newspaper publishes the documents to reveal the truth to the public. (primarily freedom of the press)

Explanation: Barring an immediate threat to national security, the First Amendment protects the right of the press to publish information that is critical of, or embarrassing for, the government. The 1970 Supreme Court case of New York Times v. United States, popularly known as the Pentagon Papers case, ruled that since publication of secret papers about the Vietnam War would not cause an inevitable, direct and immediate event that could endanger Americans at home or abroad, the First Amendment protected their publication.

4. A group of white supremacists (people who believe descendants of white Europeans are superior to other people) gather in Washington, D.C., and march to the U.S. Capitol. They have a permit for their event and march calmly while chanting and carrying signs that harshly criticize other races. (primarily freedom of assembly and assembly)

Explanation: Provided they are peaceful and have obtained the necessary permits to ensure public safety, all types of groups/organizations are allowed to gather in public for whatever cause/purpose they choose. Multiple white supremacist marches have taken place in Washington, including a famous gathering of 40,000 Ku Klux Klan members in 1925. More recently, in 2012 a group of 14 white supremacists belonging to the Aryan Nation marched near the U.S. to protest violence against white farmers in South Africa. Over 150 counter-protesters met them with anti-Nazi and pro-racial equality messages.

5. A group of people with cancer, including several teenagers, believe that marijuana could help ease their suffering. They organize a petition to gather signatures from voters who believe that the state should pass a law allowing doctors to prescribe marijuana to their patients as a form of medical treatment. (primarily freedom of petition)

Explanation: The First Amendment freedom to petition the government protects the right to complain about existing laws or policies and ask for change. It does not guarantee that those changes will be made. There is no age requirement for petitioning, but if, for example, a group is seeking to get a topic put onto the ballot on Election Day, the people who sign their petition generally must be eligible, registered voters. The issue of medical marijuana is the subject of current debate in many states, with groups petitioning for and against its legalization in many ways, including direct appeals to elected officials, general petitions, petitions to put the issue on the ballot on Election Day, rallies, etc.

8th Grade Math Resources

1) Target Number Game

Have someone select any number for you. (for example: 20)

- If you have playing cards, each play should draw four cards. If you do not have cards, have someone assign you four numbers to you between 1 and 10.
- Give yourself two minutes to make as many number sentences to equal the target number with the cards you were dealt.
- You can only use each card once in each solution.
- You can add, subtract, multiply, divide, or even use one of your cards as an exponent.
- For example: you were dealt a 4, 3, 7, and 9 – you might try: $(9 \times 3) - 7 = 20$
- You get 1 point for every correct solution you made to equal the target number.
- You get 2 points for any solutions that used all four cards!

2) Puzzle (Source: <https://www.solvemoji.com/>)

What is the value of the last row?

$$\begin{array}{rcl} \text{Dragon} & + & \text{Dragon} & + & \text{Dragon} & = 54 \\ \text{Raccoon} & \times & \text{Dragon} & + & \text{Raccoon} & = 100 \\ \text{Cactus} & + & \text{Cactus} & \times & \text{Raccoon} & = 168 \\ \text{Raccoon} & + & \text{Cactus} & \times & \text{Dragon} & = ? \end{array}$$

3) Equations (Source: <https://openupresources.org/math-curriculum/>)

Brown rice costs \$2 per pound, and beans cost \$1.60 per pound. Lin has \$10 to spend on these items to make a large meal of beans and rice for a potluck dinner. Let b be the number of pounds of beans Lin buys and r be the number of pounds of rice she buys when she spends all her money on this meal.

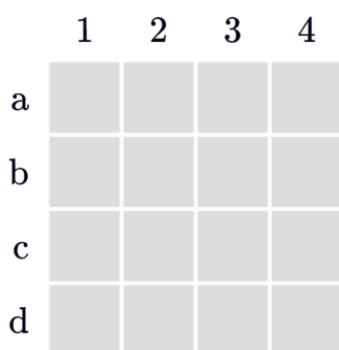
A. Write an equation relating the two variables.

B. If Lin buys 2 pounds of brown rice, how many pounds of beans can she buy?

C. If Lin buys 4 pounds of beans, how many pounds of brown rice can she buy?

4) Fit the Pieces Together (Source: brilliant.org)

The four puzzle pieces below fit into the 4×4 grid without rotation or reflection.



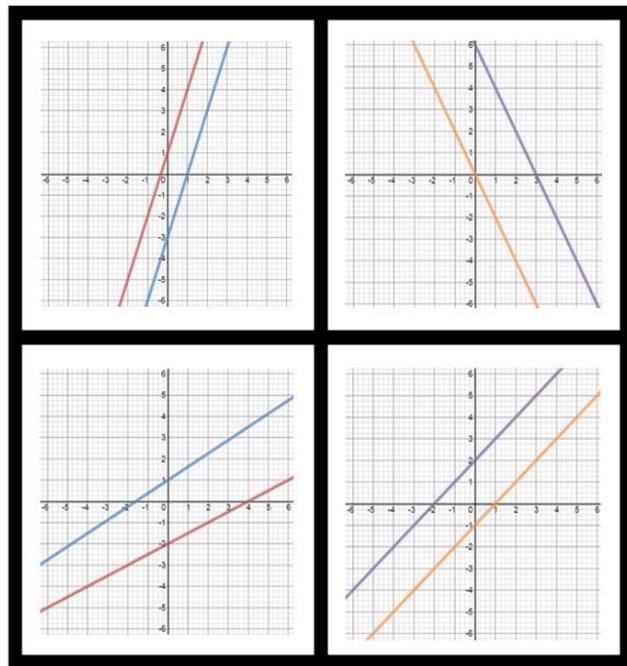
Based on these clues, where is E located?

- K touches W and G (they can touch diagonally).
- F touches L and Z (they can touch diagonally).
- X does not touch K, even diagonally.
- Y is in a row below K's row.

5) Which One Doesn't Belong? (Source:

wodb.ca)

Choose a graph in this picture that you don't think belongs with the rest. Explain why. Can you pick another graph and give a different reason?



6) Solving Equations Practice Solve each equation, and check your solution.

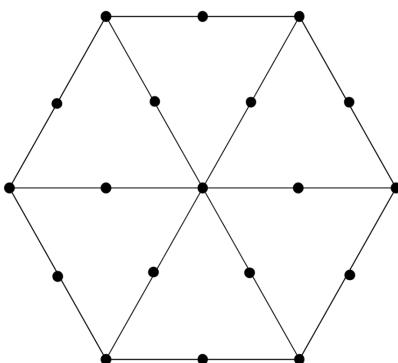
A. $4z + 5 = -3z - 8$

B. $2(3y - 5) = 4y + 8$

C. $2x + 4(3 - 2x) = \frac{3(2x+2)}{6} + 4$

7) **Magic 19** (Source: <https://plus.maths.org/content/Puzzle>)

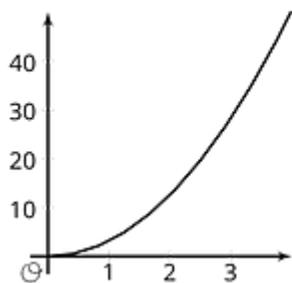
Here are 19 dots arranged in a hexagon. Your task is to label the dots with the numbers 1 to 19 so that each set of three dots that lie along a straight-line segment add up to 22.



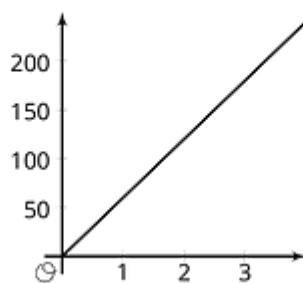
8) **Function Graphs** (Source: <https://openupresources.org/math-curriculum/>)

The graphs of three functions are shown.

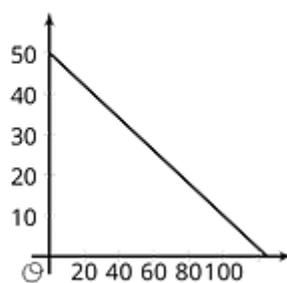
A



B



C



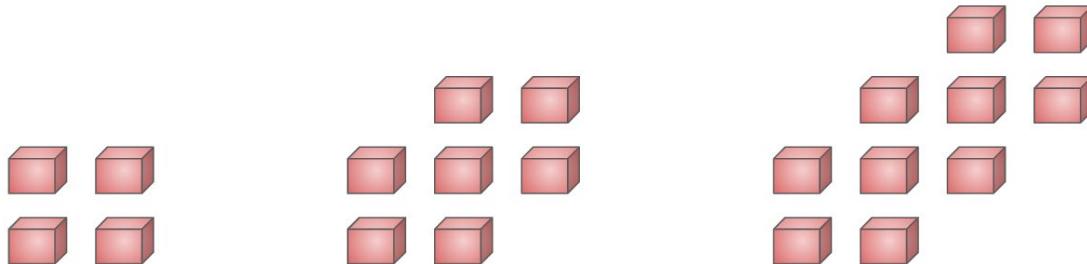
Match each of these equations to one of the graphs.

- i. $d = 60t$, where d is the distance in miles that you would travel in t hours if you drove at 60 miles per hour.
- ii. $q = 50 - 0.4d$, where d is the number of quarters, and q is the number of dimes, in a pile of coins worth \$12.50.
- iii. $A = \pi r^2$, where A is the area in square centimeters of a circle with radius r centimeters.

9) Visual Pattern (Source: visualpatterns.org)

Below is a pattern of cubes in stages 1-3 below.

- A. Draw what you think stage 4 might look like.
- B. Draw or describe what you think stage 10 might look like.
- C. Label how many cubes are in each stage.
- D. Try to write an equation to describe the relationship between the stage number n and the number of cubes C .



10) Would You Rather (Source:

<https://www.wouldyourathermath.com/>)

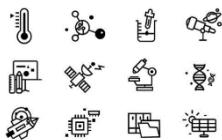
Whichever option you choose, justify your reasoning with mathematics.



For Math Answers – Flip to the Science page

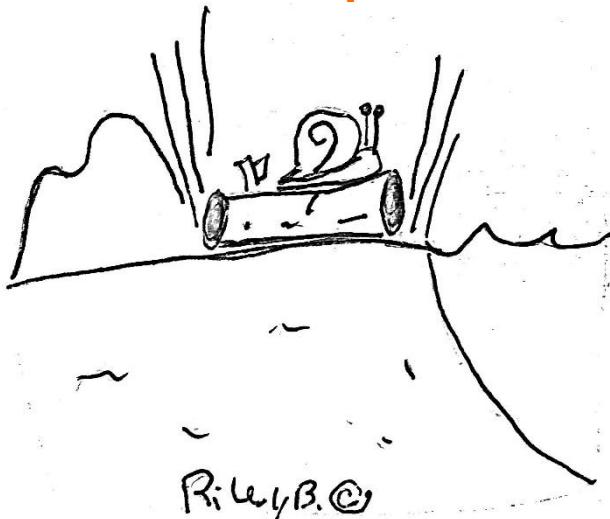
Science Answer Key

Leslie - In life science, the word *adapt* refers to individuals that may have been born with a genetic variation that helps them survive in a changing environment. Adaptation generally is not intentional by an organism.



SCIENCE-8

Wonder of Adaptation



Two friends were talking about adaptations. They each had different ideas about what happens when an organism's environment changes so that it is very different from the organism's existing environment.

This is what they said:

Leslie: "I don't think individual organisms can adapt to changes in their environments."

Jordan: "I think individual organisms can adapt to changes in their environments if they need to."

Which person do you agree most with and why? Write or draw to describe your thinking. Share this situation with your family. Listen for how their thinking is like or different than yours. Check the math page for which possibility most like currently supported science.

I most agree with _____ because...

Answer- see math page. Math Answers: 2) last row=56; 3) A: $2r+1.6b=10$, B: 3.75lbs, C: 1.8 lbs; 4) Box 2d ; 5) Could argue for any; 6) $z=-13/7$, $y=9$, $x=1$; 8) A: iii, B: i, C: ii; 9) A: 13, B: 31, D: $C=3n+1$

Mike vista el zoológico

Not all schools teach Spanish, if yours does, this silly story is a great way to practice. If you don't take Spanish, we think you could probably be successful! Read the story using words you know are similar in English and by using phrases from the word bank.

WORD BANK: vive-lives dice-says está-is feeling leones-lions de nuevo-again mira a-looks at va-goes

Mike es humano. Mike vive en Des Moines. Mike vista el zoológico Blank Park.

El animal favorito de Mike es el tigre. Mike vista el tigre en el zoológico Blank Park. Mike dice, "Hola tigre."

El tigre no responde a Mike. El tigre ignora Mike. Mike no está contento. Mike visita las jirafas. Mike dice, "Hola jirafas."

Las jirafas no responden a Mike. Mike no está contento. Mike visita los leones. Mike dice, "Hola leones."

Los leones no responden a Mike. Mike no está contento. Mike visita el tigre *de nuevo*.

Mike dice, "Hola tigre." El tigre *mira a* Mike. El tigre responde, "No hablo español."

Mike está sorprendido. El tigre responde a Mike. Mike está contento. Mike *va a* casa.

Mike vista el zoológico

Circle **TRUE** or **FALSE**. Determine whether each statement about the story is TRUE or FALSE.

1. **TRUE** **FALSE** Mike is a bird that lives in Des Moines.
2. **TRUE** **FALSE** Mike's favorite animal is the tiger.
3. **TRUE** **FALSE** Mike visits the giraffes.
4. **TRUE** **FALSE** The giraffes respond to Mike and surprise him.
5. **TRUE** **FALSE** Mike is content because the lions respond to him.
6. **TRUE** **FALSE** The tiger says, "I don't speak Spanish" in Spanish.

Las noticias mudiales de última hora

This reading is for students with advanced Spanish or are heritage/native speakers of Spanish. The reading is a current events article from March 16th. Article from *El mundo en tus manos*.

WORD BANK: 1 *gobierno* government 2 *alumnos* students 3 *seguimos* we continue 4 *además* in addition
 5 *todos* all, every 6 *habrá* there will be 7 *impresos* printed

EN ARGENTINA SIGUEN EDUCANDO

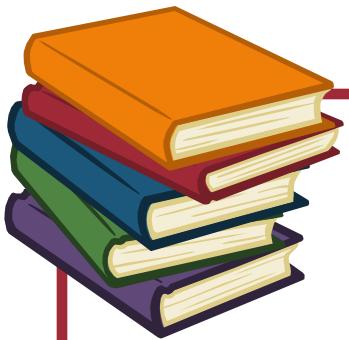
LOS ALUMNOS PUEDEN ESTUDIAR EN CASA A TRAVÉS DE UNA NUEVA PLATAFORMA 16 de marzo:

Por 14 días, el **gobierno**¹ de Argentina suspendió las clases en el país porque quiere limitar el contagio del coronavirus. Como resultado, los **alumnos**² argentinos no van a ir a la escuela durante esos 14 días (hasta el 31 de marzo). Las escuelas están cerradas, pero el gobierno quiere que los alumnos estudien en casa. Por eso, el gobierno argentino creó un programa que facilita la educación en casa. El programa se llama **Seguimos**³ educando. Esa plataforma tiene muchos recursos educativos. ¡Tiene más de 1000 recursos educativos! **Además**⁴ de la plataforma, **todos**⁵ los días **habrá**⁶ 4 horas de contenido educativo en el canal TV Pública de Argentina. Por la mañana habrá programas para estudiantes de primaria y por la tarde habrá programas para estudiantes de secundaria. El ministro de Educación de Argentina se llama Nicolás Trotta. En una conferencia de prensa, Trotta explicó que el objetivo de la plataforma y de la programación de TV Pública es seguir educando a los estudiantes argentinos. No todos los alumnos tienen acceso a internet. En muchas comunidades rurales, no hay acceso a internet. Por eso, el ministro de Educación explicó que el gobierno producirá y distribuirá materiales **impresos**⁷ para los alumnos que viven en esas comunidades. El gobierno quiere que todos los alumnos argentinos sigan estudiando durante el cierre de las escuelas.

En Argentina siguen educando

Circle **TRUE** or **FALSE**. Determine whether each statement about the article is **TRUE** or **FALSE**.

1. **TRUE** **FALSE** Seguimos educando is a TV channel.
2. **TRUE** **FALSE** The Argentinian government will provide print materials for those without internet.
3. **TRUE** **FALSE** Schools are closed in Argentina until July 31.
4. **TRUE** **FALSE** The head of the Argentinian Department of Education is Seguimos Educando.
5. **TRUE** **FALSE** The government has filmed more than 1,000 lessons to show on PublicTV while schools are closed.
6. **TRUE** **FALSE** In Argentina, ALL communities have Internet access, even the most rural.



ENGLISH/LANGUAGE ARTS: GRADE 8

What heroic acts – big or small – have you witnessed in your community, the country, the world in light of recent events?

Helping Hands: By The Learning Network, The New York Times

March 26, 2020, <https://www.nytimes.com/2020/03/13/learning/helping-hands.html>

Fred Rogers — known to generations simply as “Mr. Rogers” — famously said he was always comforted by something his mother would tell him during times of disaster: “Look for the helpers. You can always find people who are helping.”

People all over the world are pitching in to help during the coronavirus pandemic, like the army of homebound Americans who are crafting thousands upon thousands of face masks to help shield doctors, nurses and many others from the coronavirus.

Who are the helpers who have impressed you during this pandemic, whether because they are doing something heroic or because they help in your own life or community in some way?

Image: “Helping Hands”, Eleanor Davise for The New York Times



What is this illustration saying? How does it relate to or comment on society or current events? Can you relate to it personally? What is your opinion of its message? Jot your ideas in the space below.

Write an Argumentative Letter: Write a letter to the Mayor nominating a member of your family, community, or school to receive the honor of “Helping Hands” of the Year award for their acts of service during these unique times.

Hints and Tips: The Power of Persuasion

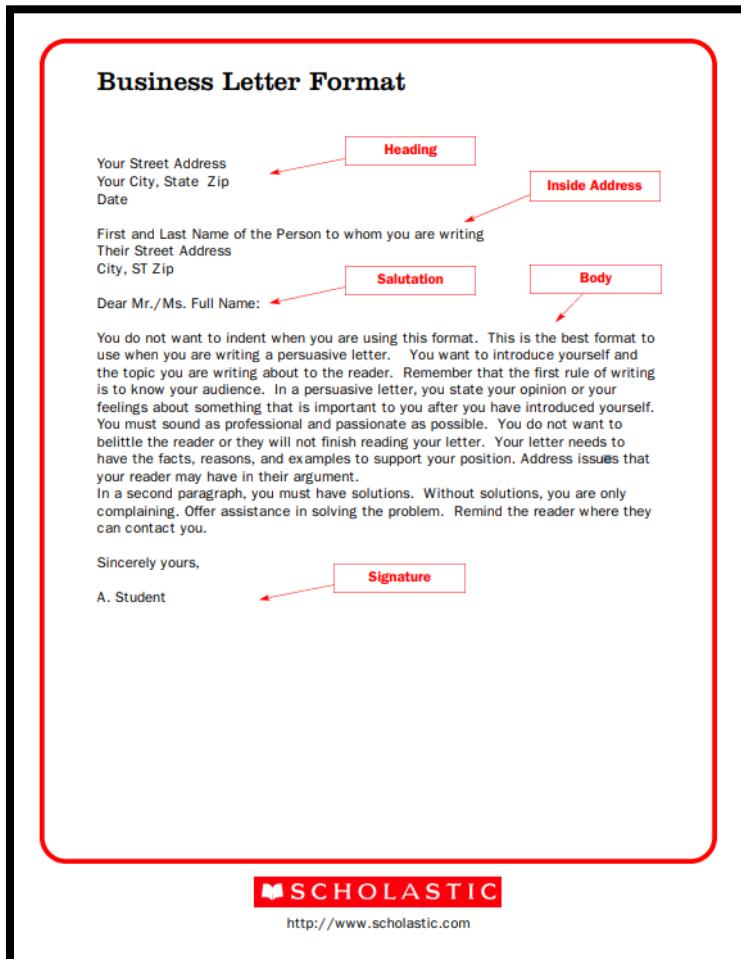
All kinds of people are rising to the unique challenges of our current situation. Identify the clear reasons this individual has demonstrated acts of service, being sure to support your claim with evidence. Use the template below to ensure that your letter looks polished and professional, even if it is handwritten.

💡 **Position:** Clearly state your position. What has this person done that has had a meaningful impact in the lives of people around them?

💡 **Attention to Audience:** You’re speaking to an authority in our community. How will your writing style adjust to respect that person’s role?

💡 **Evidence:** In order to be convincing, you’ll need factual evidence that supports your claim that this individual deserves this award. You may not have evidence from regular text sources, but specific examples, observations, quotes from others etc. can be very powerful.

💡 **Word Choice:** Argument and persuasion should be strong but appropriate. Choose words that are descriptive and specific, but don’t forget your audience.

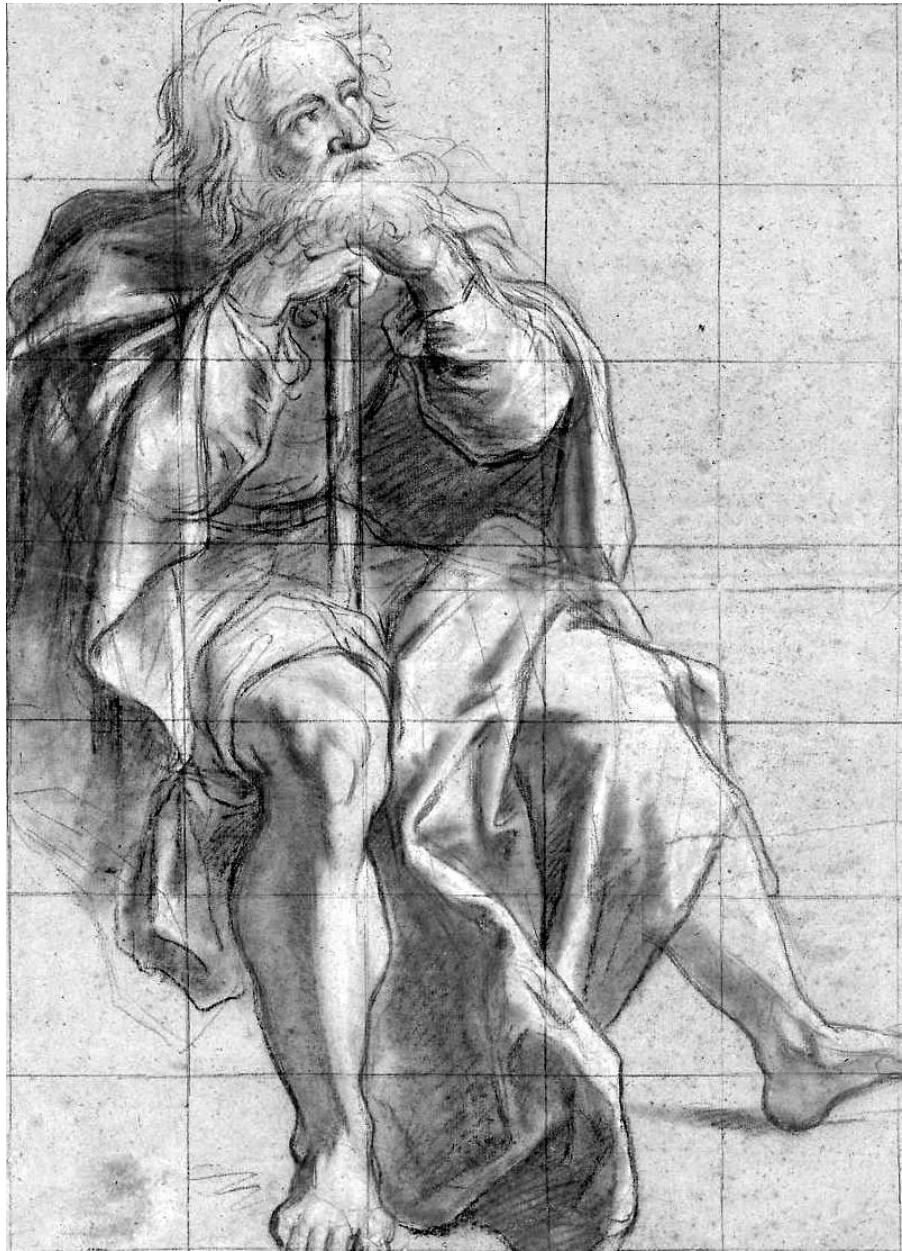


*This is a fictional award created for the purposes of this activity. Share your letter with the individual you write about to brighten their day but no such award currently exists.

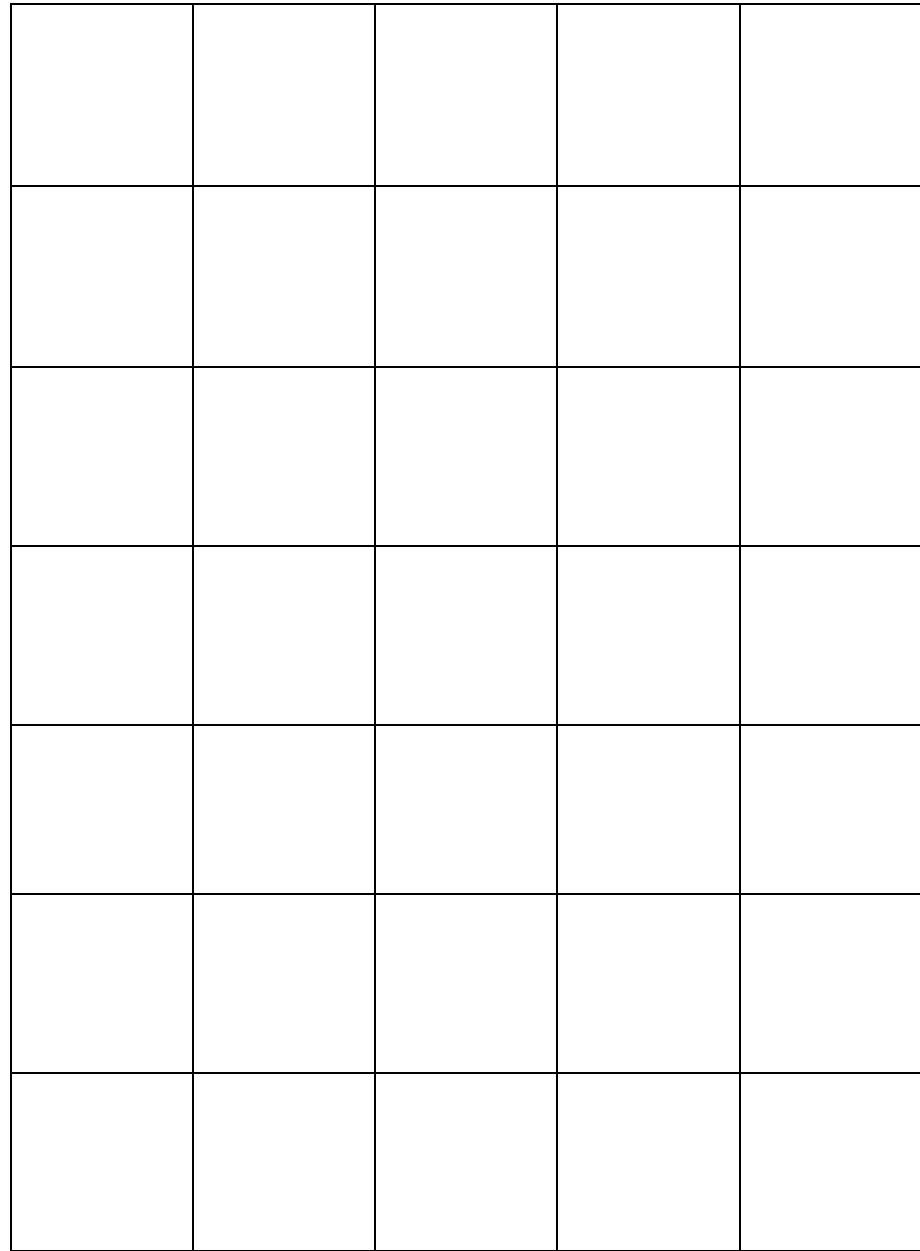
“Helping Hands” Of the Year Nomination Form

	 Success Criteria for Argumentative Letters
	✓ Clearly states a position/claim
	✓ Provides valid evidence to support position/claim
	✓ Evidence is supported by reasoning
	✓ Tone is appropriate for audience and purpose
	✓ Follows formatting guidance for a professional letter

Visual Arts Activity, Grades 6, 7, and 8



Seated Old Man Holding a Staff by Antoine Coypel



Recreate the drawing in the grid above by copying and redrawing what you see in the original sketch.