

Washoe County School District

Grade 7 Distance Education Learning Plan

If you are accessing this electronically and don't have a printer, all work can be completed on any paper you have at home.

**For mathematics - only complete work for the class you are enrolled in – either Math 7 or Math 7/8*

SUBJECT	LESSON 15	LESSON 16	LESSON 17	LESSON 18
English Language Arts	<p><i>Daily Reading:</i> 30 mins Book of Choice</p> <p><i>Daily Writing:</i> 1 Page Think about the dreams and plans you had at the beginning of your seventh-grade school year. Describe something that went according to plan this year and something that did not. What do you think explains the difference?</p> <p>Scroll down to page 4 of this document for guidelines.</p>	<p><i>Daily Reading:</i> Read Bruce Lee's letter to his family friend Pearl Tso https://brucelee.com/podcast-blog/2018/10/17/120-letter-to-pearl</p> <p><i>Daily Writing:</i> 1 Page In his letter, Bruce Lee discusses what he believes influences him and helps him succeed. Think about the dreams and plans you wrote about yesterday. Now, write a letter to a friend or family member. What do you think influences you and helps you to succeed? What has helped you this year?</p>	<p><i>Daily Reading:</i> 30 mins Book of Choice</p> <p><i>Daily Writing:</i> 1 Page Determination helps us work through challenges and set goals. Think about all the reading you have done this year. Describe a character who has exhibited determination even in difficult situations.</p> <p>Scroll down to page 4 of this document for guidelines.</p>	<p><i>Daily Reading:</i> https://99percentinvisible.org/episode/holdout/</p> <p><i>Daily Writing:</i> 1 Page The article "Holdout" has multiple ideas, but at the heart is a story of an unlikely friendship. Think about some of the meaningful relationships in your life this past year. Describe one in detail. How did the person help you get through the year? Why was he or she important?</p> <p>OR</p> <p>Write your friend a poem. For fun, try the Friend Poetry Generator https://www.poemofquotes.com/tools/poetry-generator/friend-or-family-poem-generator</p>
Math 7*	Complete Grocery Shopping Task	<p>Rates and Proportionality (Module 4)</p> <p>Complete 4.3 Worksheet and reteach</p>	Complete Task – Introducing graphs of proportional relationships	Complete Task – Interpreting graphs of proportional relationships

SUBJECT	LESSON 15	LESSON 16	LESSON 17	LESSON 18
Math 7/8*	Exponents and Scientific Notation (Module 15) Complete Lesson 15.1 Worksheet and reteach	Exponents and Scientific Notation (Module 15) Complete Lesson 15.2 Worksheet and reteach	Exponents and Scientific Notation (Module 15) Complete Lesson 15.3 Worksheet and reteach	Exponents and Scientific Notation (Module 15) Complete Lesson 15.4 Worksheet and reteach
Science	Complete Lesson 15: History of Energy Consumption *You will use the same linked document for Lessons 15-21	Complete Lesson 16: People and Climate Change: The Data Is In *You will use the same linked document for Lessons 15-21	Complete Lesson 17: People and Climate Change: The Data Is In *You will use the same linked document for Lessons 15-21	Complete Lesson 18: People and Climate Change: The Data Is In *You will use the same linked document for Lessons 15-21
Social Studies	Complete Lesson 15: Overview Article	Complete Lesson 16: Budget Scenarios	Complete Lesson 17: Budget Bean Game	Complete Lesson 18: YouTube and Social Media
World Languages	World Language – Complete if you are enrolled in a Spanish, Spanish Literacy or French Course (You will use this same packet for Lessons 15-21)			
Music	Choir – Offline Options and Worksheets or Online Options and Worksheets Instrumental Music – word or pdf (You will use this same packet for Lessons 15-21)			
Physical Education	Physical Education Log - Complete if you are enrolled in a Physical Education Course (You will use this same packet for Lessons 15-21)			
Art	Art – Complete if you are enrolled in an Art Course (You will use this same packet for Lessons 15-21)			

SUBJECT	LESSON 19	LESSON 20	LESSON 21
English Language Arts	<i>Daily Reading:</i> 30 mins Book of Choice <i>Daily Writing:</i> 1 Page	<i>Daily Reading:</i> Read this article on music & emotions.	<i>Daily Reading:</i> 30 mins Book of Choice <i>Daily Writing:</i> Wrap-it-up

SUBJECT	LESSON 19	LESSON 20	LESSON 21
	<p>Describe something you have read this year that reminds you of an important person in your life. Use specific examples from the text you are referring to in order to make connections. Why does the text remind you of the person? What words, phrases, or images can you recall from the text that make you think of the person and the text?</p> <p>Scroll down to page 4 of this document for guidelines.</p>	<p><i>Daily Writing:</i> The article “Music and how it affects our emotions” discusses how music not only conveys different emotions but how music affects our emotions. How does music help you when you are feeling mad, sad, or happy? If you wrote the soundtrack of your seventh-grade year, what songs would you include and why?</p>	<p>Look back at the pieces you have completed the during the last several weeks. Create a cohesive piece that reflects your year in 6th grade. What books, friendships, and memories were important? Use the pieces you created and weave them together with transitions, art, etc. to create something that reflects on this year and looks toward next year.</p> <p>Scroll down to page 4 of this document for guidelines.</p>
Math 7*	<p>Modeling Geometric Figures (Module 8)</p> <p>Complete 8.1 Reteach Worksheet</p>	<p>Modeling Geometric Figures (Module 8)</p> <p>Complete 8.2 Reteach Worksheet</p>	<p>Complete Task – Triangles with 3 Common Measures</p>
Math 7/8*	<p>Complete Scientific Notation Puzzles</p>	<p>Complete Task – Powers of Powers of Ten</p>	<p>Complete Task – Dividing Powers of Ten</p>
Science	<p>Complete Lesson 19: People and Climate Change: The Data Is In</p> <p>*You will use the same linked document for Lessons 15-21</p>	<p>Complete Lesson 20: Polar Bear: Going, Going, Gone</p> <p>*You will use the same linked document for Lessons 15-21</p>	<p>Complete Lesson 21: Polar Bear: Going, Going, Gone (Conclusion)</p> <p>*You will use the same linked document for Lessons 15-21</p>
Social Studies	<p>Complete Lesson 19: Savings QFT</p>	<p>Complete Lesson 20: Money in the Bank</p>	<p>Complete Lesson 21: But Because So</p>

Math – Need help? Reach out to you teacher or login to GoMath (videos available on the GO Math website)

Steps to login below, use **Chrome**, make sure your pop-up blocker allows for pop-ups.

Students login for HRW-GO Math at home

1. Go to www.washoeschools.net
2. Click on Student and Parents
3. Click on HRW-Go Math
4. Click on Sign In
5. Sign into the Federation Page using:

Username: Washoe\studentID# (or studentID#@washoeschools.org)

Password: _____ (This is the same password that students login to the computer at school with)

This will take you to your dashboard.

Guidelines for Daily Writing and Reading:

Daily Writing:

During the last month of school, 7th grade students will be looking back on their 7th grade year. Each daily writing task is designed to be a draft of a large, final piece that may be submitted or kept for their future. The purpose of the writing is to reflect on the year and think about books, people, songs, friendship, etc. that have impacted them and have helped prepare them for 8th grade. Students will write in different genres each day. During the last day, students can work on transitions and put together their "All About 7th Grade" writing.

Daily Reading:

Students should continue to read from a book of choice every day. Any book that interests them is fine. Students can track their reading time on a self-made chart. The chart can be hand-written or created digitally. The chart should include date, book title, time read, and pages read. Students should complete the April book contract. <https://static1.squarespace.com/static/52eec360e4b0c81c80749630/t/53f77920e4b0454b92d23832/1408727328610/BOM+April.pdf>

Or in word: https://www.washoeschools.net/cms/lib/NV01912265/Centricity/domain/1597/distance_learning/middle_school/4-20_ms/BOM_April.docx

The Tracking Your Thinking handout may also be a good resource and help to guide discussions with students around reading: (p. 34)

<https://static1.squarespace.com/static/52eec360e4b0c81c80749630/t/547f4457e4b02d5cacc489d9/1417626711712/Tracking+Your+Thinking+.pdf>

Students who do not have a book at home can download one from the public library system. Their page also lists other resources to free materials.

<https://www.washoecountylibrary.us/downloads/>

Strategies for Supporting Students at Home in All Subject Areas:

Set a schedule/visual if needed - Take frequent breaks - Set a timer - Sensory tools - rubber bands, fidgets - Organized space

Accommodations for Students with Special Needs

Accommodations for students on Individualized Education Plans (IEPs) are dependent on the individual needs of the child and are identified in the IEP. If you are unsure of the individualized Accommodations for your child, please contact your child's case manager for support.

Math	Reading	Writing
Provide step-by-step model Use visual mapping to depict elements of problem Use visual to depict symbols Connect symbols to math concepts and functions Provide a calculator Use graph paper Checklists/step-by-step directions/video model Review directions Highlight important information Use timers and take breaks Provide prompts Color-code pertinent information Use manipulatives – visuals, models, diagrams, technology tools, counter, tiles, fraction strips, color-coded dots Assign different colors for positive and negative terms Use real-world scenarios	Listen to text read aloud Listen to a story online Preview vocabulary Add visuals to key vocabulary Highlight key points Write key ideas on index cards Post-notes, highlighters	Use a graphic organizer Outline important information Dictation Illustrations Note-taker for child Text-to-speech - check with teacher Provide a structural writing model

Supports for English Learners:

Reading:

- May listen to fiction and non-fiction.
- May read with parent or siblings
- May read fiction and non-fiction in native language, if available.
- Share main ideas and details with parent or siblings in native language

Writing

- Provide a language/sentence frame to assist EL student in responding to fiction and non-fiction. Examples:
 - This story is about __. I learned __.
 - An interesting fact I learned was ____. This is important fact to know because __.
- Dictate response to sibling or adult
- Copy important event(s) or fact(s) from the text

Math

- Have a student explain how they solved the problem in their native language.
- Provide an appropriate graphic organizer to assist them in showing their learning.

Science/Social Studies

- Have student retell the main idea and key details of the text with a parent or sibling.
- Students may draw and label drawing that retells important learning of the main idea and key details from the text in their native language
- Provide language/sentence frames to write about their learning. May write in their native language.

Examples:

- When I compare __ to __ I found the following ideas alike __ and __ and __.
- When I compare __ to __ I found the following differences. __ is different from __ because __.