

RMS 8th Grade Teacher Information Sheet

ELA	<p>*Mrs. Goodwin - Email cassie.godwin@rms.k12.al.us Please check Remind & Google Classroom for announcements/communication. Join Remind with the following code for your class period: 3rd - text @8ahh9kb to 81010 6th - text @c4gf8f to 81010 Google Meet Schedule: Each Monday at 11:00 am & 2:00 pm. During those times, check Remind & Classroom on how to join. Google Voice: You can call or text directly to me @ 256-277-7045. If you text, please state your name in the message.</p> <p>*Mrs. Marsh - Email jessica.marsh@rms.k12.al.us Please join Remind for announcements/communication with the following code for your class period: 1st: text @2823fb to 81010 3rd: text @jessicada to 81010 6th: text @998d23c to 81010 7th: text @f62ab3 to 81010 8th: text @42kc17 to 81010 Check our Google Classroom at classroom.google.com You can call or text directly to my Google Voice @ 256-277-3586. If you text, please state your name in the message.</p> <p>*Mr. Keeton - Email mark.keeton@rms.k12.al.us Please join Remind for announcements/communication with the following code for your class period: 6th: text @b3c4b6g to 81010 Check our Google Classroom at classroom.google.com You can call or text directly to my Google Voice @ 256-415-6969. If you text, please state your name in the message.</p>
Math	<p>*Coach Odum - Email address: jonathan.odum@rms.k12.al.us Please join Remind for announcements/communication - Text @jodom8 to the number 81010 Check our Google Classroom at classroom.google.com Check our Khan Academy Classroom at khanacademy.org</p> <p>*Mrs. Rich - EMAIL ADDRESS: marisa.rich@rms.k12.al.us REMIND101: Please join for announcements/communication with the following code for your class period or homeroom. 1st & 7th - text @317g7d to 81010 6th & 8th - text @99gc29e to 81010 Homeroom - text @3edkeb to 81010 GOOGLE CLASSROOM: Please check daily for enrichment. You will be contacted on how to join. GOOGLE VOICE: You can call or text directly to me @ 256-602-1665. If you text, please state your name in the message.</p>
Science	<p>*Mrs. Kerby - Email marla.kerby@rms.k12.al.us Please join remind text k2g6dca to 81010. Check Google Classroom for updates and information daily. Google Voice You can call or text. If you text please give your name. (256) 277-3711</p> <p>*Coach Glover - Email whitney.glover@rms.k12.al.us GroupMe: Download the app to receive reminders and get help with assignments Google Classroom: Please check daily. Complete the google form to get added to Groupme. Google Voice: You can call or text me @ (256) 277-3492. If you text please state your name</p>
Social Studies	<p>*Mr. Plyler - Email address llplyler@rms.k12.al.us Please join Remind for announcements/communications - Text @plyler20 to 81010 I will contact you with more info about Google Classroom. Google Meets schedule: Every Thursday, April 16th through May 21st at 11:00 a.m. and 4:00 p.m</p> <p>*Coach Boyd - Email address haith.boyd@rms.k12.al.us Check Google Classroom for updates and information daily. 8th grade classroom code- k4cahtwz</p>

RMS Distance Learning General Information:

We would like to share with you some general information to assist students and parents with our new school days. If you need any help with anything, please feel free to email any of us. Our emails have been provided below.

How to log in Google Classroom: To log in to Google Classroom, your child will go to www.google.com. In the top right hand corner of the screen will be a sign in box. They use their school email for their username, their login info@rcs.k12.al.us and the password will be: Rmonthofbirth/dayofbirthlunch#

For example: My email is molly.king@rcs.k12.al.us, that would be my login. If my birthday was March 13 and a lunch# example is 1234. My password could be R03131234. After they log in, there is a box with nine dots, that is what we call a waffle box. They can find many Google tools in this box. If they do not have a classroom tab in that box, they can search for Google Classroom and the website/log in should appear in the search engine. After they login, if they do not have access to Google Classroom and need a code and it isn't provided on the Teacher Info Sheet, they may email their teachers and we will email the code for their specific class.

How to use Google Meet/Hangout: To use Google Meet/Hangout, you can download the app for your phone or you can use a device such as a tablet, laptop, or desktop computer. You will log in using the same directions that you used for Google Classroom. All of the login information and codes will be sent to you by each teacher through email, Remind or Google Classroom.

How to use Remind: We would like to maintain communication with all of our students and parents. We ask that if you are not currently using Remind, please sign up. We will be using this service to send out announcements, Zoom reminders, and this will be a great tool for communication for the remainder of the year. To join remind, the easiest method is to text the code that your child's teacher has provided below to 81010. Each teacher has a different code. If you can not text your information, you can use the Remind website. The web address is <https://www.remind.com/>.

What are we studying? Medieval Africa

Monday



What do you notice about the locations of the great empires within Africa? (I realize the map is small and may be hard to see). Look at the chart below (for Tuesday). Put a star where you think the West African nations are located (hint: they overlap each other). Which empires were in West Africa? (look at the chart below)

Tuesday

	Kush	Axum	Ghana	Mali	Songhai
Location	East Africa south of Egypt	East Africa	West Africa	West Africa	West Africa
Time Period	1000 B.C. - 150 A.D.	100 A.D. - 1400 A.D.	500 A.D. - 1200 A.D.	1250 A.D. - 1450 A.D.	1000 A.D. - 1800 A.D.
Goods Traded	Iron Ivory gold ebony slaves	Ivory Frankincense myrrh slaves	Iron animal products gold Ivory slaves	gold salt	gold salt

1. Which nations traded gold?
2. Which was the earliest sub-Saharan empire?
3. Which lasted the latest?
4. Why do you think salt was valuable for trade?
5. Where were most of these empires located?
6. What are some resources people consider to be extra valuable during coronavirus?

Wednesday



In the 1300s the king of Mali named Mansa Musa made a pilgrimage to Mecca. Along the way, wherever he stopped for the night, he built a mosque. When he went to Cairo Egypt, he spent so much gold that he devalued the worth of gold in Egypt for more than a decade. Mali was one of the most important gold centers in the medieval world.

1. What do you learn about Mali from the above summary?
2. How might this description of this African king challenge notions people have had about Africa and its past?

Thursday



One of the most impressive monuments in sub-Saharan Africa is the Great Zimbabwe, an imposing collection of stacked boulders, stone towers and defensive walls assembled from cut granite blocks.... historians now know it as the capital city of an indigenous empire that thrived in the region between the 13th and 15th centuries. It was particularly rich in cattle and precious metals, and stood astride a trade route that connected the region's gold fields with ports on the Indian Ocean coast... remains of artifacts such as Chinese pottery, Arabian glass and European textiles indicate that it was once a well-connected mercantile center. The fortress city at the Great Zimbabwe

was... abandoned... in the 15th century... but in its heyday it was home to an estimated 20,000 people.

1. What are two key things you learn about Great Zimbabwe from this paragraph?

Friday

Journal: If a historian was going to write about our nation in 500 years, what would they need to know about our economy, lifestyles, religious views, or politics for them to make sense of our lives?

Enrichment <https://www.youtube.com/watch?v=CBMretoTFJg>

RMS Social Studies - Week 2 | 4/20/2020 - 4/24/2020
8th Grade

What are we studying? Medieval China

Tang Dynasty | Song Dynasty | Yuan Dynasty | Ming Dynasty
618-907 AD 960-1271 1271-1368 1368-1644

Monday	<p>Tang Dynasty, During this time, China traded with Middle Eastern, Indian, Persian, and Central Asian cultures along the Silk Road and by sea trade. Though Taoism (accordance with the natural flow and order of the universe, or the Tao) was the official religion of the Tang dynasty during this time Buddhism became the dominant religious ideology in China. The "golden age" of the Tang dynasty was under the reign of Emperor Xuanzong. He was a benevolent emperor and he abolished the death penalty in 747. This dynasty declined after a general named An Lushan led a rebellion. After that, rival kingdoms, dynasties, and regimes fought for power and brought in a time called "The Five Dynasties and Ten Kingdoms."</p> <p>What happened regarding religion during the Tang dynasty?</p>
Tuesday	<p>Song Dynasty Emperor Taizu unified the empire by conquering other kingdoms ending the 5 Kingdom 10 Dynasty period. During this time, the Chinese government issued paper money nationally (first government in world history to do so), established a permanent navy (the first in China), used gunpowder, determined true north with a compass, promoted a civil service exam for state positions, created detailed maps of Chinese provinces, and made several scientific and technological breakthroughs. In the 1100s the Song lost control of their northern half to the Jurchen Jin dynasty. This is called the "Southern Song" era. Kublai Khan, the Mongol leader, defeated the Song military.</p> <p>What major changes took place during the Song dynasty?</p>
Wednesday	<p>Yuan Dynasty Kublai Khan, the Mongol leader, established this dynasty. It was the first foreign dynasty to rule all of China. He centralized bureaucracy and expanded circulation of paper money. He promoted commercial, scientific, and cultural growth. He built infrastructure to support trade and welcomed foreigners into China. However, they discriminated against the Han Chinese and ignored and exacerbated the complaints of peasants in the countryside.</p> <p>How was this dynasty different from the previous two?</p>
Thursday	<p>Ming Dynasty A peasant rebel leader, Zhu Yuanzhang, founded the Ming dynasty. Under the Ming dynasty, the Chinese economy grew to one of the largest in the world. The Ming established pro-agricultural policies to address the abuses of the Yuan dynasty. He built infrastructure like canals and introduced land reform to ensure peasants would not lose their land. The emperor, however, imposed strict bans on trade. It was very counterproductive. The Ming dynasty collapsed because of economic breakdown, natural disasters, and the Qing conquest of the Ming.</p> <p>How was this dynasty's policies different from the Yuan dynasty?</p>
Friday	<p>An Imperial Edict Restraining Officials from Evil by the Hongwu Emperor (Zhu Yuanzhang) ...Those of you in charge of money and grain have stolen them for yourselves; those of you in charge of criminal laws and punishments have neglected the regulations. In this way grievances are not redressed and false charges are ignored.... Occasionally these unjust matters come to my attention. After I discover the truth, I capture and imprison the corrupt, villainous, and oppressive officials involved. I punish them with the death penalty or forced labor or have them flogged with bamboo sticks in order to make manifest the consequences of good and evil.</p> <p>Why do you think the emperor feels this way about officials taking money and grain? Do you think his plan to address these abuses will work?</p>
<p>Enrichment: https://www.youtube.com/watch?v=F6Su3rBcea8&t=190s Youtube, Medieval China, by Crash Course https://www.youtube.com/watch?v=yfWORYTuTu4&t=402s Youtube, 2,000 Years of Chinese History, by Crash Course</p>	

RMS Social Studies - Week 3 | 4/27/2020 - 5/1/2020
8th Grade

What are we studying? Mesoamerican/South American Civilizations

Civilization:	Olmec	Maya	Aztec	Inca
				
Time Period	1500 BC-400 BC	250-950 AD	1345-1521 AD	1400-1533 AD
Location	Modern South-Central Mexico	Yucatan Peninsula	Northern Mesoamerica Capitol: Tenochtitlan	Andes Mountains; western coast of South America
Religion	Revered natural places that connected sky, earth, and underworld (e.g., caves and mountains) Polytheism, nature gods	"Cyclical view of nature"	Polytheistic; main gods were Huitzilopochtli (the war and sun god) and Tlaloc (the rain god)	Polytheistic Supreme god, Inti, the sun god Also Mama Kilya, the moon goddess
Agriculture	Maize, beans, squash, manioc, sweet potato	Corn, beans, squash	Irrigation and canals increased production	Terraces on sides of mountains; potatoes (preserved)
Architecture	Pyramids, Ball courts, ceremonial precincts	Pyramids, replicating the mountain of the gods (e.g. Chichen Itza)	Massive city and pyramids (e.g. Templo Mayor)	Mountain top cities and highways (e.g. Machu Picchu)
Other	Predecessors for all later Mesoamerican civilizations	Developed accurate calendars and astronomical charts	Effective military; nearly 11 million people were under Aztec control at peak	No wheeled vehicles. Used llamas and carts called porters.

Monday	Using the above chart, write a paragraph that summarizes the key information about the Olmec Civilization.
Tuesday	Using the above chart, write a paragraph that summarizes the key information about the Mayan Civilization.
Wednesday	Using the above chart, write a paragraph that summarizes the key information about the Aztec Civilization.
Thursday	Using the above chart, write a paragraph that summarizes the key information about the Incan Civilization.
Friday	The Mesoamericans had a game (like basketball, but you could only use knees, hips, head, and shoulder and the hoop was on its side). What's something you do for fun? How has coronavirus affected that? How will it be different when this is over?

Enrichment: <https://www.youtube.com/watch?v=uURRfu4mNc&t=672s> (youtube, "The Olmec and Maya" by EdYouToo)
<https://www.youtube.com/watch?v=nWxqoZcE1bU> (youtube, "The Aztecs for Kids" by EdYouToo)
<https://www.youtube.com/watch?v=ftDlhuX5sQI> (youtube, "The Incas" by EdYouToo)
<https://www.youtube.com/watch?v=VYcWs7qleCI> Youtube, "How This Mayan Legend Inspired a Deadly Ballgame"

RMS Social Studies - Week 4 | 5/6/2020 - 5/10/2020
8th Grade

What are we studying? African Civilizations

Civilization:	Ghana	Mali	Songhai	
				
Time Period	Between 9th and 11th centuries	1240 - 1645 CE	1460 - 1691 CE	
Location	Western Africa	Western Africa	Western Africa	
Religion	During the 1000's Islam began to spread in Ghana. Ghana soon became Muslim.	Islam was important to the Mali Empire. Many people practiced a version of Islam that combined Islamic beliefs with local traditions.	Blend of West African beliefs and Islam. Daily life was often ruled by traditions and local customs. Law of the land was based on Islam.	
Agriculture	Sweet potatoes, beans, rice, onions, papaya, cotton, and peanuts.	Cotton, sesame, sorghum, millet, kola, peanuts, and various grains.	Beans, sheep, onions, millet, and papaya	
Architecture	Structures were made with the raw materials available, thatch for roofing and mud and wood for walls.	Adobe buildings with wooden support beams	Beautiful mosques, schools, and tombs made of stone. Homes made of mud.	
Other	Salt was considered very valuable and was heavily taxed by the king. Salt was about as valuable as gold.	Important trade routes went through Mali. The city of Timbuktu was considered a center of education.	Replaced the Mali Empire as the most important state in West Africa.	

Monday	Using the above chart, write a paragraph that summarizes the key information about the Ghana Civilization.
Tuesday	Using the above chart, write a paragraph that summarizes the key information about the Mali Civilization.
Wednesday	Using the above chart, write a paragraph that summarizes the key information about the Songhai Civilization.
Thursday	Ghana, Mali, and Songhai were three of the greatest western African trading states. Beginning with Ghana and ending with the conquest of the Songhai by Morocco in the 16th century. These cultures dominated the trade of gold, salt, and merchandise between North Africa and sub-Saharan Africa. Write a journal entry using what you know about trade routes and the importance of trade.
Friday	In the history of the world, what was the best time and place to be alive? Why?

Enrichment: <https://www.youtube.com/watch?v=jvU0v6hcUo> "Mansa Musa and Islam in Africa: Crash Course World History #16"

NAME _____ SECTION _____ DATE _____
JOURNEY ACROSS TIME FEUDALISM _____

THE CRUSADES

1. Who defeated the Byzantine Empire in the East?
2. Why did the Byzantine Emperor ask the Pope for help?
3. What is a Crusade?
4. Who convinced the wealthy lords of Europe to go fight in a Crusade?
5. Why did Crusaders wear a cross on their clothes?
6. What happened in the First Crusade?
7. Who captured Jerusalem in 1187? Where was he a ruler?
8. The third crusade is sometimes called the King's Crusade. Why?
9. How did the Third Crusade end?
10. Who won the Crusades?

NAME _____ SECTION _____ DATE _____
JOURNEY ACROSS TIME FEUDALISM _____

A Troubled Continent

The Hundred Years' War

1. What did King Edward do to anger the French?
2. Where was the first major battle of the Hundred Years' War?

Joan of Arc

3. How did Joan of Arc help Charles to take back France from the English?
4. What ultimately happened to Joan of Arc?
5. How did France and England change due to the Hundred Years' War?

Spain and Portugal Fight the Muslims

6. What two countries make up the Iberian peninsula?
7. What was the Reconquista?
8. Over the next 200 years, the _____ slowly _____ ground, until all that remained was _____ in the _____.
9. Who wanted all of Spain to be Catholic?
- 10 How did they accomplish this goal?

Biography

Joan of Arc

Biography

- **Occupation:** Military Leader
- **Born:** 1412 in Domremy, France
- **Died:** May 30, 1431 Rouen, France
- **Best known for:** Leading the French against the English in the Hundred Years War at a young age

Biography:

Where did Joan of Arc grow up?

Joan of Arc grew up in a small town in France. Her father, Jacques, was a farmer who also worked as an official for the town. Joan worked on the farm and learned how to sew from her mother, Isabelle. Joan was also very religious.

Visions from God

When Joan was around twelve years old she had a vision. She saw Michael the Archangel. He told her that she was to lead the French in a battle against the English. After she drove the English out she was to take the king to be crowned at Rheims.

Joan continued to have visions and hear voices over the next several years. She said they were beautiful and wonderful visions from God. When Joan turned sixteen she decided it was time to listen to her visions and take action.



Joan of Arc by Unknown

Journey to King Charles VII

Joan was just a peasant farm girl. How was she going to get an army to defeat the English? She decided she would ask King Charles of France for an army. She first went to the local town and asked the commander of the garrison, Count Baudricourt, to take her to see the king. He just laughed at her. However, Joan did not give up. She continued to ask for his help and gained the support of some local leaders. Soon he agreed to provide her with an escort to the royal court in the city of Chinon.

Joan met with the king. At first the king was suspicious. Should he put this young girl in charge of his army? Was she a messenger from God or was she just crazy? Eventually, the king figured he had nothing to lose. He let Joan accompany a convoy of soldiers and supplies to the city of Orleans that was under siege from the English Army.

While Joan waited on the king, she practiced for battle. She became a proficient fighter and an expert horse rider. She was ready when the king said she could fight.

Siege of Orleans

News of Joan's visions from God reached Orleans before she did. The French people began to hope that God was going to save them from the English. When Joan arrived the people greeted her with cheering and celebrations.

Joan had to wait for the rest of the French army to arrive. Once they were there, she launched an attack against the English. Joan led the attack and during one of the battles was wounded by an arrow. Joan didn't stop fighting. She stayed with the troops inspiring them to fight even harder. Eventually Joan and the French Army repelled the English troops and caused them to retreat from Orleans. She had won a great victory and saved the French from the English.

King Charles is Crowned

After winning the Battle of Orleans, Joan had only achieved part of what the visions had told her to do. She also needed to lead Charles to the city of Rheims to be crowned king. Joan and her army cleared the way to Rheims, gaining followers as she went. Soon they had made it to Rheims and Charles was crowned King of France.

Captured

Joan heard that the city of Compiègne was under attack by the Burgundians. She took a small force to help defend the city. With her force under attack outside the city, the drawbridge was raised and she was trapped. Joan was captured and later sold to the English.

Trial and Death

The English held Joan as prisoner and gave her a trial to prove that she was a religious heretic. They questioned her over the course of several days trying to find something that she had done that deserved death. They couldn't find anything wrong with her except that she had dressed as a man. They said that was enough to deserve death and announced her guilty.

Joan was burned alive at the stake. She asked for a cross before she died and an English soldier gave her a small wooden cross. Witnesses said she forgave her accusers and asked them to pray for

her. She was only nineteen years old when she died.

Interesting Facts about Joan of Arc

- When King Charles first met Joan he dressed as a courtier to try and fool Joan. Joan, however, immediately approached the king and bowed to him.
- When Joan traveled she cut her hair and dressed to look like a man.
- King Charles of France, who Joan had helped to reclaim his throne, did nothing to help her once she was captured by the English.
- In 1920, Joan of Arc was proclaimed a Saint of the Catholic Church.
- Her nickname was "The Maid of Orleans".
- It is said that Joan knew she would be wounded in the Battle of Orleans. She also predicted that something bad would happen at the city of Compiegne where she was captured.

Middle Ages

Hundred Years War

[History >> Middle Ages for Kids](#)

The Hundred Years War was fought between [England](#) and [France](#) and lasted from 1337 to 1453. The war was a series of battles with long periods of peace in between.

How did it start?

Small disputes and battles had been going on between the French and the English for years. However, in 1337, King Edward III of England claimed that he was the rightful king of France. This began the long battle between the two countries.

Other disputes kept the fighting going for over one hundred years. These included the control of the valuable wool trade, disputes over certain areas of land, and the support for Scotland by the French.

Battle of Agincourt from Chroniques d'Enguerrand de Monstrelet

Edward III

King Edward III believed that he was the rightful heir to the French crown through his mother Isabella. He first laid claim to the throne when he was fifteen years old and King Charles IV of France died without a male heir. Instead of Edward, the French chose Philip to be their king.

When King Philip VI of France took control of Aquitaine from the English in 1337, King Edward III decided to fight back. He decided to invade France and reassert his right to the French throne.

Chevauchées

Edward did not attempt to conquer and control the land of the French. Instead he led raids into the land called chevauchées. He would strike deep into the land of the French burning crops, plundering cities, and causing havoc.

The Black Prince

In the 1350s, the army of King Edward III was led by his son, the valiant Edward the "Black Prince". The Black Prince became a famous hero to the English and was known for his chivalry. The Black Prince led the English to major victories over the French. At the battle of Poitiers, the Black Prince captured King John II, the current King of France.

Peace

King Edward agreed to release King John II for a ransom of three million crowns and some additional land. When King Edward died, the son of the Black Prince, Richard II became King. He was only 10 years old. There was a period of relative peace between England and France.

Battle of Agincourt

When King Henry V became king of England in 1413, he once again laid claim to the throne of France. He invaded France and won a decisive battle at Agincourt where with only around 6,000 soldiers he defeated a much larger French force of around 25,000. Eventually, the French gave in and King Charles VI named Henry as the heir to the throne.

Joan of Arc

Many of the people in southern France did not accept English rule. In 1428 the English began to invade southern France. They began a siege of the city of Orleans. However, a young peasant girl by the name of Joan of Arc took leadership of the French army. She claimed to have seen a vision from God. She led the French to a victory at Orleans in 1429. She led the French to several more victories before she was captured by the English and burned at the stake.

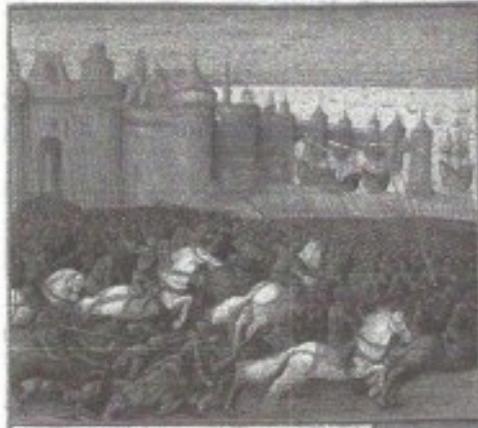
End of the War

The French were inspired by Joan of Arc's leadership and sacrifice. They continued to fight back. They pushed the English army out of France taking Bordeaux in 1453 signaling the end of the Hundred Years War.

Interesting Facts about the Hundred Years War

- The English longbow played a large part in their victories. It could fire faster and farther than the French crossbow.
- The war had a lot to do with transforming France from a number of feudal lands to a national state.
- The war stopped for a long period during the Black Death of the Bubonic plague.
- Historians often split the war into three main periods: the Edwardian War (1337-1360), the Caroline War (1369-1389), and the Lancastrian War (1415-1453).
- It didn't last exactly 100 years, but 116 years. That means a lot of people lived their entire lives while the war was going on.

Middle Ages The Crusades



Siege of Tyre by Jean Colombe

[History](#) >> [Islamic Empire](#) >> [Middle Ages for Kids](#)

The Crusades were a series of wars during the Middle Ages where the Christians of Europe tried to retake control of Jerusalem and the Holy Land from the Muslims.

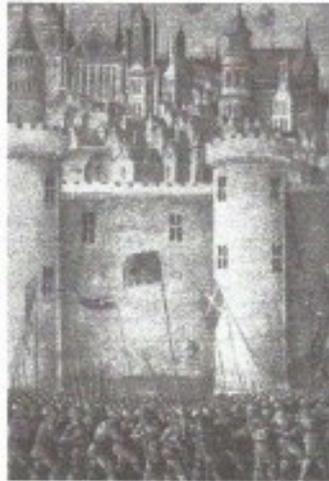
Why did they want to control Jerusalem?

Jerusalem was important to a number of religions during the Middle Ages. It was important to Jewish people as it was the site of the original temple to God built by King Solomon. It was important to the Muslims because it was where they believe Muhammad ascended to heaven. It was important to Christians as it is where Christ was crucified and rose again.

Who fought in the Crusades?

The Crusades were between the armies of Europe, mostly the Holy Roman Empire, and the Arabs that had control of Jerusalem. In the first Crusade Europe battled the Seljuk Turks.

There were around 30,000 soldiers from Europe in the first Crusade, they were made up of Knights, peasants, and other commoners. Some saw the army as a way to get rich and try out their fighting skills, while others saw it as a way into heaven.



The Siege of Antioch by Jean Colombe

How they got started

The initial Crusade began when the Seljuk Turks took control of the Holy Land. Prior to this, the Arabs had been in control of the land. However, the Arabs had allowed Christians to pilgrimage and visit the city of Jerusalem. In 1070, when the Turks took control, they began to refuse Christian pilgrims into the area.

Byzantine Emperor Alexius I called for help from the Pope with defending his empire from the Turks and to help push them out of the Holy Land. The Pope helped to gather an army, primarily with the help of the Franks and the Holy Roman Empire.

Timeline of the Crusades

There were a number of Crusades that took place over the course of 200 years starting in 1095:

- **The First Crusade (1095-1099):** The First Crusade was the most successful. Armies from Europe drove out the Turks and took control of Jerusalem.
- **The Second Crusade (1147-1149):** In 1146 the city of Edessa was conquered by the Turks. The entire population was killed or sold into slavery. Then a second Crusade was launched, but was unsuccessful.
- **The Third Crusade (1187-1192):** In 1187 Saladin, the sultan of Egypt, recaptured the city of Jerusalem from the Christians. A third Crusade was launched led by Emperor Barbarossa of Germany, King Philip Augustus of France, and King Richard the Lionheart of England. Richard

the Lionheart fought Saladin for several years. In the end he could not conquer Jerusalem, but he did win the right for pilgrims to visit the holy city once again.

- **The Fourth Crusade (1202-1204):** The Fourth Crusade was formed by Pope Innocent III with the hope of taking back the Holy Land. However, the Crusaders got sidetracked and greedy and ended up conquering and plundering Constantinople instead.
- **Children's Crusade (1212):** Started by a French child named Stephen of Cloyes and a German kid named Nicholas, tens of thousands of children gathered to march to the Holy Land. This ended in total disaster. None of the children made it to the Holy Land and many were never seen again. They were likely sold into slavery.
- **Crusades Five through Nine (1217 - 1272):** Over the next several years there would be 5 more Crusades. None of them would be very successful in terms of gaining control of the Holy Land.

Interesting Facts about the Crusades

- "Deus vult!", meaning "God wills it" was the battle cry of the Crusaders. It came from a speech the Pope gave while gathering support for the First Crusade.
- The symbol of the Crusaders was a red cross. Soldiers wore it on their clothing and armor. It was also used on flags and banners.
- Between the second and the third Crusades, the Teutonic Knights and the Templars were formed to help defend Christendom. These were famous groups of Holy Knights.

Eighth Grade Science Week One

Example: Waves

The time from the beginning to the end of the wave train in each situation is 1 second.

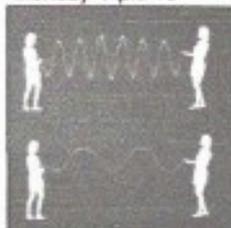
Amplitude – measures the energy of a transverse wave **Wavelength** – length of a single wave cycle

Frequency- number of waves that pass a point in a given amount of time **Speed** = wavelength x frequency

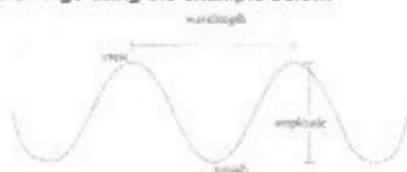


How many waves are in the wave train? 4 Wavelength 2.4cm Amplitude 1.5cm Frequency 4Hz Speed 9.6cm/s

Monday- April 13



Use a long string or a beaded chain (old necklace) to model a light wave. Tape one end to the floor and move the other end up and down. Choose different surfaces to model the wave on. Draw the different waves that you created in a sheet of paper or in your science notebook. Label one of your drawings using the example below.



Tuesday-April 14

Find the wavelength and Frequency of each wave. Assume the time from the beginning to the end of the wave train in each situation is 1 second.

Wave 1: How many waves are in the wave train? _____ Frequency _____ Hz



Wave 2: How many wave are in the wave train? _____ Frequency _____ Hz



How many wave are in the wave train? _____ Frequency _____ Hz

Wednesday- April 15

Cut the ruler out that's at the end of the packet and measure amplitude and wavelength

Wave 1 : Wavelength _____ cm Amplitude _____ cm



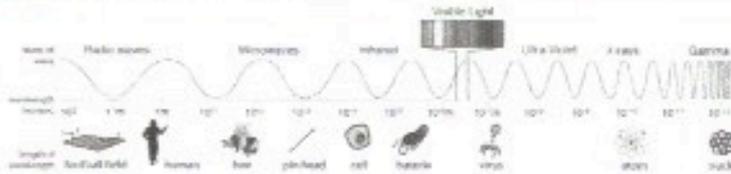
Wave 2: Wavelength _____ cm Amplitude _____ cm



Wave 3: Wavelength _____ cm Amplitude _____ cm



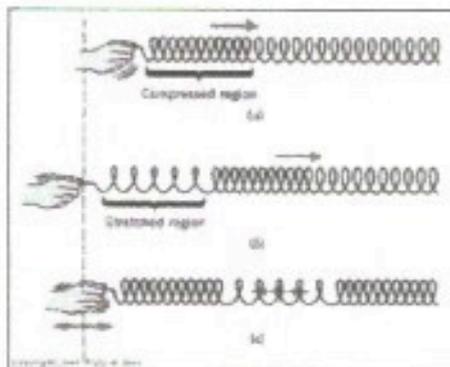
Thursday-April 16



1. What are the 7 types of electromagnetic waves? List them from left to right.
2. Which electromagnetic wave type has the largest wavelength?
3. Which electromagnetic wave type has the smallest wavelength?
4. Which electromagnetic wave type has frequencies lower than the red of visible light?
5. Which electromagnetic wave type has frequencies higher than the violet of visible light?

Friday-April 17

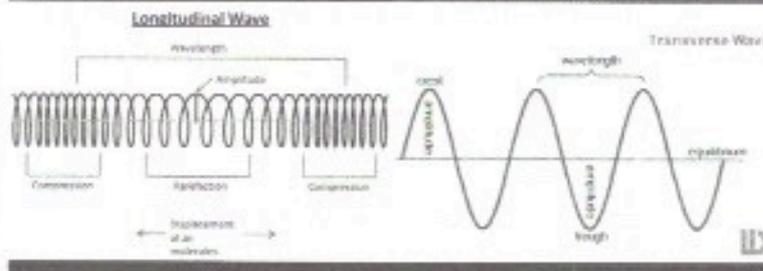
If you have a slinky tape one end to the floor or get a sibling to hold one end. Push and pull on the slinky to model sound waves. Do not move it up and down like the string/chain.



LONGITUDINAL WAVE

VS

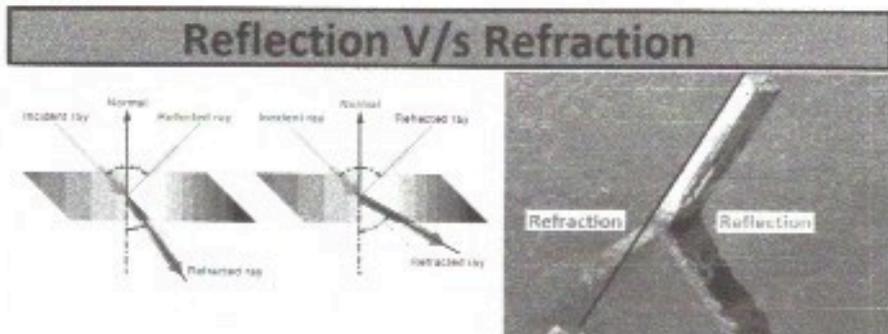
TRANSVERSE WAVE



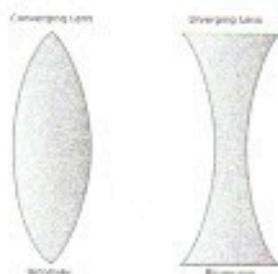
Create a venn diagram to compare and contrast longitudinal waves and transverse waves

Eighth Grade Science Week Two

Example



Monday- April 20



Convex

Concave

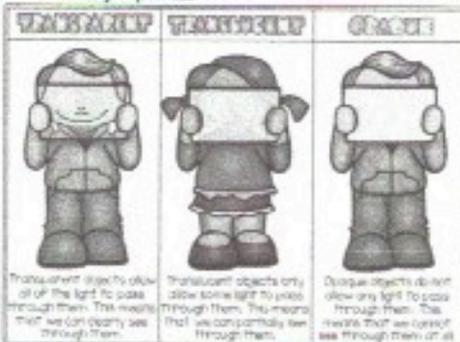
Reflection occurs when light bounces off objects. How much reflection depends upon how even the surface is. If the surface is rough, the light scatters. If the surface is smooth and flat, the light will bounce off it at equal angles. That is why a flat mirror reflects a good likeness of the object being reflected. Refraction occurs because light bends. A lens is a piece of transparent material. It is usually made of glass and has at least one curved surface. Look at the convex and concave lenses below. The curved surface/surfaces of a lens bends the light. Notice the paths of light of the convex and concave lenses shown below.

Cut out the protractor at the bottom of this page. Lay it at the bottom of a mirror in your house. Turn the lights out and shine a flashlight into the mirror. Is this an example of reflection or refraction. Change the angle of the light. Mark the angle of the light on the protractor. Describe what happens.

Tuesday-April 21

Fill a cup halfway with water. Place a pencil in the water. What do you notice about the pencil. Is this modeling reflection or refraction? Compare and contrast the difference between reflection and refraction in your notebook.

Wednesday-April 22



Make a list of ways people use light rays to transfer information. Example: Traffic Lights

Look around your house and outside. Make a list of at least three things for each category.

Transparent

Translucent

Opaque

Thursday- April 23

Label each picture as reflection, refraction, translucent, transparent, or opaque



Friday-April 24

Light moves very differently depending on the material (or **medium**) through which it travels. Imagine trying to walk through air, water, and through quicksand. How would your movement differ in each?

When light hits a shiny surface, like a mirror, we say it is reflected. Reflected light bounces back at the same angle that it hits the mirror. Draw a picture to illustrate this.

sound travels faster in solids than in liquids and faster in liquids compared to gases denser mediums

Tap your desk with your knuckles and listen to the sound it makes.

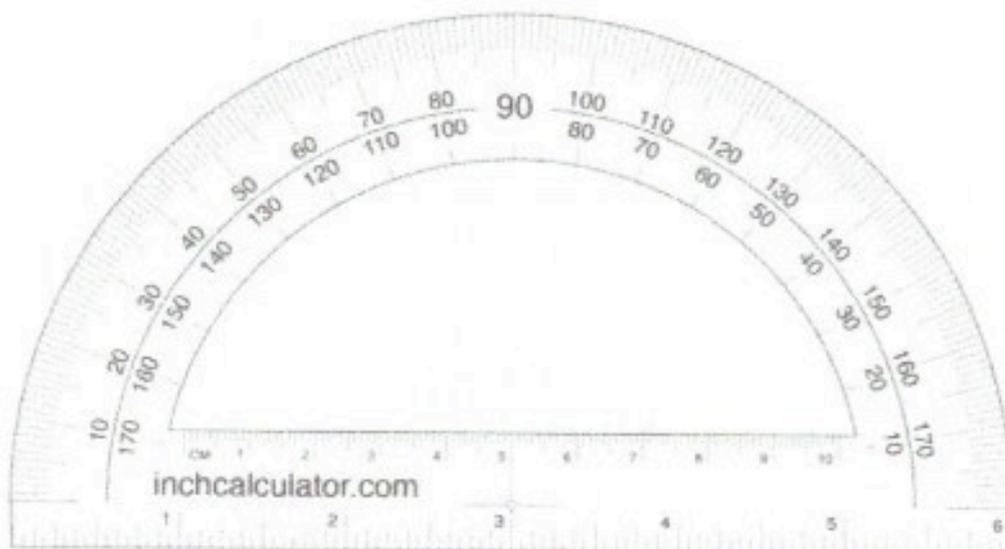
Tap your desk again with the same force but this time put your ear to the desk.

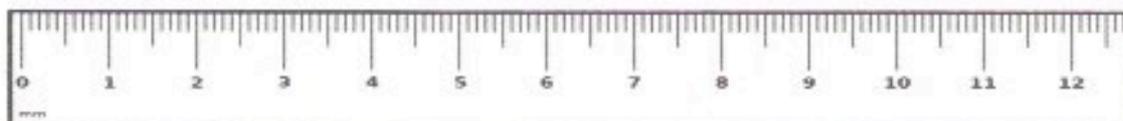
Listen to the sound it makes.

Which is louder? Why?

Enrichment: <https://www.physicsclassroom.com/class/refrn/lesson-1/Reflection-and-Sight>

Eighth Grade Science Week Three





Example: Balancing Equations

Step 1: Determine number of atoms for each element.



Step 2: Pick an element that is not equal on both sides of the equation.

Since the O atoms are not equal, we'll target those first!

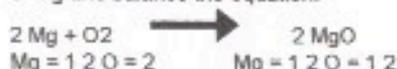
Step 3: Add a coefficient in front of the formula with that element and adjust your counts

Adding a 2 in front of MgO will change the number of atoms on the product side of the equation.



Step 4: Continue adding coefficients to get the same number of atoms of each element on each side.

Now we need to increase the number of Mg atoms we have on the reactant side. Adding a 2 in front of Mg will give us 2 atoms of Mg and balance the equation.



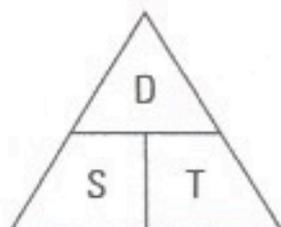
<p>Monday</p>	$\underline{\quad} \text{Ca} + \underline{\quad} \text{O}_2 \longrightarrow \underline{\quad} \text{CaO}$ <p>Ca = Ca = O = O =</p> $\underline{\quad} \text{N}_2 + \underline{\quad} \text{H}_2 \longrightarrow \underline{\quad} \text{NH}_3$ <p>N = N = H = H =</p> $\text{Na} + \text{MgF}_2 \longrightarrow \text{NaF} + \text{Mg}$ $\text{Mg} + \text{HCl} \longrightarrow \text{MgCl}_2 + \text{H}_2$
<p>Tuesday-April 28</p> <p>H (2) 2 HCl</p> <p>Subscript Coefficient</p>	<p>Identify the following parts of each chemical formula by circling the subscripts and drawing a square around the coefficients.</p> <p>4 O₂ CH₄ 3 CO₂ 2 NaOH</p>
<p>Wednesday-April 29</p>	<p>List the symbols for the atoms in each formula and give the number of each.</p> <p>C₂H₆ 2MgO 4P₄O₁₀</p>
<p>Thursday-April 30</p>	<p>Balance each of the following equations</p> <p>P + O₂ → P₄O₁₀ Mg + O₂ → MgO HgO → Hg + O₂</p>

	$Al_2O_3 \rightarrow Al + O_2$ $Al_2O_3 \rightarrow Al + O_2$ $Cl_2 + NaBr \rightarrow NaCl + Br_2$						
Friday-May 1	<p>(1) Circle each subscript in each chemical formula. (2) Draw a square around each coefficient. (3) Answer the questions related to each chemical formula.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 33%;">O_2</td> <td style="text-align: center; width: 33%;">CO_2</td> <td style="text-align: center; width: 33%;">$5H_2$</td> </tr> <tr> <td>What does the O represent?</td> <td>How many atoms of each element are in the formula shown? C= O=</td> <td>How many atoms of hydrogen are in the formula?</td> </tr> </table>	O_2	CO_2	$5H_2$	What does the O represent?	How many atoms of each element are in the formula shown? C= O=	How many atoms of hydrogen are in the formula?
O_2	CO_2	$5H_2$					
What does the O represent?	How many atoms of each element are in the formula shown? C= O=	How many atoms of hydrogen are in the formula?					
Enrichment: Play a balancing equation game at http://funbasedlearning.com/chemistry/chemBalancer3/default.htm							

Eighth Grade Science Week Four

Example: Speed																									
Monday-May 4	<p>For the lesson you will need gum. (1) For this experiment, you will conduct five trials to determine the number of chomps you can do in 30 seconds. A chomp is defined as a "big chew", or the kind that usually causes you to get caught with gum! (2) Use a timer to determine the number of chomps you can do in 30 seconds. Record your data in a chart. Repeat the same process for the other trials.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Trials</td> <td style="width: 20%;">Chomp</td> <td style="width: 20%;">Time</td> <td style="width: 40%;">Speed</td> </tr> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> </tr> </table> <p>(3) What is your average speed? Round answers to the hundredth. _____ chomps/second</p> <p>(4) Based on your average chomping speed, how many chomps could you do in five minutes, one hour, or one day? Show your work! 5 min = _____ chomps 1 hour = _____ chomps 1 day = _____ chomps</p>	Trials	Chomp	Time	Speed	1				2				3				4				5			
Trials	Chomp	Time	Speed																						
1																									
2																									
3																									
4																									
5																									
Tuesday-May 5	<p>Part B: Speedy Chomps (1) Use a timer to determine the number of chomps you can do in 1 minute. As the time reaches each point, record the number of chomps you have completed. Do not stop the timer as you record your data. You may want to practice a few times before running an "official" trial.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Time</td> <td style="width: 70%;">Chomps</td> </tr> <tr> <td>20 sec</td> <td></td> </tr> <tr> <td>40 sec</td> <td></td> </tr> <tr> <td>60 sec</td> <td></td> </tr> </table> <p>(2) Calculate your chomping speed at each point (20 sec, 40 sec, and 60 sec) using the data from your experiment. Show your work! Round all answers to the nearest hundredth!</p> <p>Speed at T = 20 sec = _____ chomps ÷ 20 sec = _____ chomps/sec Speed at T = 40 sec = _____ chomps ÷ 40 sec = _____ chomps/sec Speed at T = 60 sec = _____ chomps ÷ 60 sec = _____ chomps/sec</p> <p>(3) Did you maintain a constant rate? Explain.</p>	Time	Chomps	20 sec		40 sec		60 sec																	
Time	Chomps																								
20 sec																									
40 sec																									
60 sec																									
Wednesday-May 6	<p>Use your data from the last two days.</p> <p>Write a paragraph to summarize the results of your experiments. Are your results accurate and reliable? Why or why not? What other experiments could you do with bubble gum?</p>																								

Thursday-May 7



$$D = S \times T$$

$$S = D \div T$$

$$T = D \div S$$

Calculate Speed

13. Goldie Goldfish, a speed swimmer, loves to race around the park's pond, which is 0.5 miles around. If she can swim 20 laps around the track in 2 hours, what is her average speed?

14. It takes Stu, a slimy slug, 20 minutes to travel from his favorite bush to the local trash can (a trip of 30 meters), how far can he travel in 1 hour (60 minutes)?

15. At exactly 2:00 pm, Speedy the Snail crawls onto a meter stick at the 10 cm mark. If he reaches the 65 cm mark at exactly 2:10 pm, what is his speed?

16. If it takes Leaping Louie 5 minutes to jump 3 blocks, how long will it take for him to jump 15 blocks?

17. If Bert the Bat travels eastward at 40 mph with a tail wind of 6 mph, what is his actual speed?

Friday-May 8

Come up with your own speed test. Use a ball to roll, toy car, or watch a car passing by and time it from point a to point b. Record your results.

Enrichment: <https://sciencespot.net/Media/speedcubePPT.ppt>

Eighth Grade Science Week Five

Example: Mixtures and solution

Monday-May 11

Step 1: Place one piece of candy in your mouth and allow it to dissolve without using your tongue or teeth to help! Record the time it takes for the candy to dissolve
Step 2: Place another piece of candy in your mouth and allow it to dissolve using only your tongue to move it around. Record the time it takes for the candy to dissolve
Step 3: Place another piece of candy in your mouth and allow it to dissolve using your tongue and teeth. Record the time it takes for the candy to dissolve.
Create a chart to record the data.

Piece of Candy	Dissolving Time
1	
2	
3	

Tuesday-May 12

1. Use your data from yesterday to create a line graph showing your results. Be sure to label the parts of your graph!
2. In your solution, what was the solute and the solvent?

Solute = _____ Solvent = _____

Wednesday-May 13

Choose five solutions (liquids/grocery items) in your house. Record the solutions name and the solute and solvent that makes up that solution.

Thursday-May 14

Look in your house or around the outside of your house. Find 5 heterogeneous mixtures and 5 homogeneous mixtures. Make a list of the separate parts that make up the different mixtures.

Friday-May 15	<p>Identify the solute(s) and solvent in each solution. Underline the solute and circle the solvents. Remember that a SOLUTE dissolves in a SOLVENT!</p> <p>Ocean water - Salt and water Kool-Aid - Powder, sugar, and water Antifreeze - Water and ethylene glycol Lemonade - Water, lemon juice, and sugar Soda Pop - Syrup, water, and CO₂ gas Air - Nitrogen, oxygen, and other gases Gold jewelry - Gold and copper Sterling Silver - Silver and copper</p>
<p>Enrichment: Virtually separate mixtures https://my.hrw.com/sh2/sh07_10/student/flash/virtual_investigations/hst/mix/hst_mix_v.html</p>	

Eighth Grade Science Week Six

<p>Example-Mixtures and Solutions</p>	
Monday	<p>Follow the steps below to use chromatography to separate the pigments in black ink. You will need three black markers, three pieces of filter paper, a piece of pipe cleaner, and a small beaker of water.</p> <p>(A) Fold a piece of paper about the size of an index card at the top around a pencil. Use a marker to make a dot about three cm from the bottom of the paper (B) put a small amount of water in a cup and hang the paper over the water with the bottom slightly touching the water (C) Allow time for the water to move up the paper and separate the pigments in the ink. (D) Repeat the first three steps to test the other markers.</p> <p>Record your observations</p>
Tuesday	<p>What happened to the black ink in yesterday's lesson? What colors did you observe for each pen? Pen 1 - _____ Pen 2 - _____ Pen 3 - _____</p> <p>Identify the solute and solvent for this experiment. Solute = _____ Solvent = _____</p>
Wednesday	<p>Read the following information from the Columbia Encyclopedia, then answer the questions.</p> <p>One property of a colloid that distinguishes it from a true solution is that the particles in a colloid scatter light. If a beam of light passes through a colloid, the light is reflected or scattered by the particles in the colloid and the path of the light can be observed. When a beam of light passes through a true solution there is so little scattering of the light that the path of the light cannot be seen and the small amount of scattered light cannot be detected except by very sensitive instruments. The scattering of light by colloids, known as the Tyndall effect, was first explained by the British physicist John Tyndall.</p> <p>Summarize the information you read</p>
Thursday	<p>Use the passage from yesterday's lesson to answer the question. (A) Which mixtures would be classified as colloids?</p>

	<p>(B) Which mixtures would be classified as solutions? (C) Describe a situation in which you would observe the Tyndall Effect.</p>
Friday	<p>If you mixed the following solutions would the solutions be soluble or insoluble? Describe what each solution would look like.</p> <ul style="list-style-type: none">1 Salt & water →2 Flour & water →3 Kool-Aid powder & water →4 Dirt & water →
<p>Enrichment: https://phet.colorado.edu/en/simulation/concentration</p>	

8th Grade ELA

Week 1 April 13 - April 17

We are all living through a major time in history. No one, including your teachers, has ever experienced anything like this. Let's begin keeping a journal each day of this big event and how it affects you. You may write about anything that happens that day in the world or your personal life. You may use the following to guide you if you need a prompt for each day: *record events, day to day activities, fears and feelings*. I encourage you to hold on to your journal for years to come. This event will be discussed for the rest of our lives.

Monday 30 min	-Read a short fiction (made up) story. If you are currently reading a fictional novel, continue reading it. **If you need a short story, see the last page of this packet. -Journal
Tuesday 30 min	-Scan back over what you read yesterday. -Identify the following: *setting (when and where the story takes place): *protagonist (main character): *antagonist (character or force against main character): *main conflict: internal or external? man vs man, man vs nature, man vs society, or man vs self? *climax: -Journal
Wednesday 30 min	-Scan back over what you read the last two days. -Identify the following: *simple sentences *compound sentences *what makes each sentence compound *complex sentences *what makes each sentence complex -Journal
Thursday 30 min	-Vocabulary - use the same fiction text you have been using this week *find five words you are unfamiliar with *list them *find the definition either by looking it up online, in a dictionary, or by using context clues -Journal
Friday 30 min	-Write a summary of the fiction text you read this week. Remember that summaries do not include details. -Journal

Enrichment:

Enrichment: (These activities are for those with digital and internet access)

<https://clever.com/in/Russellville> Access with Google log in
<https://www.readworks.org/> Access with Google log in
<https://www.commonlit.org/> Access with Google log in
<https://www.khanacademy.org/> Access with Google log in

Check your Google Classroom for possible additional enrichment activities.

Email: mark.keeton@rcs.k12.al.us jessica.marsh@rcs.k12.al.us cassie.goodwin@rcs.k12.al.us

8th Grade ELA

Week 2 April 20 - April 24

We want you to know that you can contact any of us if you need any help with any of this work or anything else. You can contact us using our gmail, Google Classroom, Remind, and other sources. We have the ability to have a video chat with you if we need to help you read something or explain something. Just let us know you need us, and we will help you!

Last week we asked you to read a fiction story. This week we are asking you to focus on nonfiction texts.

Monday 30 minutes	-Read any nonfiction (true information) text. This could be a book, newspaper, magazine, instruction manual, website, cereal box, etc. -Journal
Tuesday 30 minutes	-Read back over what you read yesterday. -Identify the following: * What is the author's purpose? Persuade or inform * Is the author presenting the information with facts or opinions? Identify any facts or opinions you see in the text. * Find at least one claim the author makes. * Find evidence that supports the claim. -Journal
Wednesday 30 minutes	-Read back over the nonfiction text. -Identify the following: * main idea - look for repeated important words * details that support the main idea -Journal
Thursday 30 minutes	-Compare and Contrast * Find another nonfiction text, news story, or video with a similar topic to the one you already read. Read or watch the information. * Create a Venn Diagram and compare and contrast the two nonfiction texts. -Journal
Friday 30 minutes	-Sentence purpose - Use one of the texts you have read. * Find an example of Declarative sentence - makes a statement Imperative sentence - gives a command; often has an understood 'you' Interrogative sentence - asks a question Exclamatory sentence - shows excitement All sentence types may not be present in the text you choose. Identify as many as you can. -Journal

Enrichment: (These activities are for those with digital devices and internet access.)

<https://clever.com/in/Russellville> Access with Google log in
<https://www.readworks.org/> Access with Google log in
<https://www.commonlit.org/> Access with Google log in
<https://www.khanacademy.org/> Access with Google log in

Check your Google Classroom for additional enrichment activities.

Email: mark.keeton@rca.k12.al.us jessica.marsh@rca.k12.al.us cassie.goodwin@rca.k12.al.us

8th Grade ELA

Week 3 April 27 - May 1

This week, we will focus on traditional texts. So many stories we read today have been inspired by the fairy tales, myths, and religious texts that were written so long ago.

Monday 30 min	-Read a traditional text such as: a fairy tale, myth, or religious text. If you chose a story from one of these categories for your Week 1 reading, please choose something else. -Journal
Tuesday 30 min	-Scan back over what you read yesterday -Identify the following: *setting (when and where the story takes place): *protagonist (main character): *antagonist (character or force against main character): *main conflict: internal or external? man vs man, man vs nature, man vs society, or man vs self? *climax: -Journal
Wednesday 30 min	-Scan back over what you read the last two days -Identify the following: *simple sentences *compound sentences *what makes each sentence compound *complex sentences *what makes each sentence complex -Journal
Thursday 30 min	-Vocabulary - use the same fiction text you have been using this week *find five words you are unfamiliar with *list them *find the definition either by looking it up online, in a dictionary, or by using context clues -Journal
Friday 30 min	-Write a compare and contrast paragraph. Compare and contrast the traditional text you chose Monday to another story you have read from your past. -Journal

Enrichment:

Enrichment: (These activities are for those with digital and internet access)

<https://clever.com/in/Russellville> Access with Google log in

<https://www.readworks.org/> Access with Google log in

<https://www.commonlit.org/> Access with Google log in

<https://www.khanacademy.org/> Access with Google log in

Check your Google Classroom for possible additional enrichment activities.

Email: mark.keaton@rcs.k12.al.us jessica.marsh@rcs.k12.al.us cassie.goodwin@rcs.k12.al.us

8th Grade ELA

Week 4 May 4 - May 8

We will once again focus on information text.

<p>Monday 30 minutes</p>	<p>-Read any nonfiction (true information) text. This could be a book, newspaper, magazine, instruction manual, website, cereal box, etc. Choose a different text than the one you chose for our Week 2 reading</p> <p>-Journal</p>
<p>Tuesday 30 minutes</p>	<p>-Read back over what you read yesterday.</p> <p>-Identify the following: * What is the author's purpose? Persuade or inform * Is the author presenting the information with facts or opinions? Identify any facts or opinions you see in the text. * Find at least one claim the author makes. * Find evidence that supports the claim.</p> <p>-Journal</p>
<p>Wednesday 30 minutes</p>	<p>-Read back over the nonfiction text.</p> <p>-Identify the following: * main idea - look for repeated important words * details that support the main idea</p> <p>-Journal</p>
<p>Thursday 30 minutes</p>	<p>-Compare and Contrast * Find another nonfiction text, news story, or video with a similar topic to the one you already read. Read or watch the information. * Create a Venn Diagram and compare and contrast the two nonfiction texts.</p> <p>-Journal</p>
<p>Friday 30 minutes</p>	<p>-Sentence purpose - Use one of the texts you have read. * Find an example of Declarative sentence - makes a statement Imperative sentence - gives a command; often has an understood 'you' Interrogative sentence - asks a question Exclamatory sentence - shows excitement All sentence types may not be present in the text you choose. Identify as many as you can.</p> <p>-Journal</p>

Enrichment: (These activities are for those with digital devices and internet access.)

<https://clever.com/in/Russellville> Access with Google log in
<https://www.readyworks.org/> Access with Google log in
<https://www.commonlit.org/> Access with Google log in
<https://www.khanacademy.org/> Access with Google log in

Check your Google Classroom for additional enrichment activities.

Email: mark.keaton@rcs.k12.al.us jessica.marsh@rcs.k12.al.us cassie.goodwin@rcs.k12.al.us

8th Grade ELA

Week 5 May 11 - 15

Let's kick it up a notch! There has to be a book around your home with 100 pages or more that you have been wanting to read (or didn't realize you wanted to read). Find that book, dust it off, and let's start building a daily habit of reading! Seriously! It can be fiction, nonfiction, traditional text, or even a play script!

Just like you exercise to become physically stronger, you will exercise your brain to become stronger. You don't just go to the gym for the first time and start lifting 50lb weights! You start small and build up! And more importantly—it Takes. Time! Don't get discouraged if these first few days of reading or even the first few weeks of reading are tough—it will eventually become easier and easier.

Monday 30 min	-Find the book you would like to read. Set a timer for 10 minutes or watch the clock to time yourself. That's all! Just 10 min! That isn't a lot of time at all! When the timer goes off, stop reading. If you want to continue, keep doing so! -Journal
Tuesday 30 min	- We are going to read for 10 min again today. Look, if what you were reading yesterday was "boring" DON'T GIVE UP! You are reading the introduction or exposition and when the author is trying to set everything up, it can sometimes feel boring, but once you get past that—then the conflict happens (if you are reading fiction) or we get to the amazing facts (if you are reading nonfiction) and that is where the real fun begins! If you want to read more than 10 min, keep going. -Journal
Wednesday 30 min	-2 days of 10 minute reading. Now, let's kick it up to 15 min of reading. Just 5 minutes more. If you'd like to read more, please do! -Journal
Thursday 30 min	-Continue with 15 min or more of reading. -Journal
Friday 30 min	-Last day of the week! Let's bump up to 20 min or more of reading. Now it is time to let you go on to develop this habit on your own. It will work best if you carve out a time of day to read just like you did this week. Studies have shown that putting the phone down (I know, I know) and reading a book before bed will allow for a better night's sleep, and if you are like me, you love your sleep! Reading is the basis of all learning. Becoming a stronger reader will lead to becoming a stronger learner. I am a lifetime learner. You are a lifetime learner. -Journal

Enrichment:

Enrichment: (These activities are for those with digital and internet access)

<https://slcover.com/in/Russellville> Access with Google log in
<https://www.readworks.org/> Access with Google log in
<https://www.comenlit.org/> Access with Google log in
<https://www.khanacademy.org/> Access with Google log in

Check your Google Classroom for possible additional enrichment activities.

Email: mark.keston@rcs.k12.al.us jessica.marsh@rcs.k12.al.us cassin.goodwin@rcs.k12.al.us

8th Grade ELA

Week 6 May 18 - May 22

We practiced writing essays before we had to shut down. This week we want you to continue to practice writing an argumentative essay. We will do this one step at a time. **Prompt:** Think about your new school "life" over the last few weeks. Would you prefer to be homeschooled? Why or why not?

BELIEVE IN YOURSELF! You can do this! Take ownership and pride in your own thoughts and ideas. And remember, if you need us, contact us.

We hope you all have an amazing summer!

Monday 30 minutes	- Prewriting *Brainstorm and plan your essay. Organize your plan with an introduction, three strong reasons in the body, and a conclusion. *Be sure to back up each reason with details, examples, and/or anecdotes (very short stories about specific events or incidents) that prove your point. -Journal
Tuesday 30 minutes	-Writing *Find a comfortable place that is free from distractions. *This is a rough draft, so stick to your plan and write! Don't worry about mistakes; just get your thoughts on paper. After you finish writing, put it away and try not to think about it any more today so that you can see it tomorrow with "fresh" eyes. -Journal
Wednesday 30 minutes	-Revision *Your paper may change a lot during this stage. With someone else (a parent or older sibling), read your paper closely to be sure you stayed on topic and that you clearly supported your three reasons. *This is the time to add, change, rearrange, or remove anything that doesn't stay on topic or doesn't support your reasons. *Did you use transition words to make your writing flow smoothly? -Journal
Thursday 30 minutes	-Editing *for spelling, punctuation, and grammar mistakes *to make sure you used formal language (NO slang) *for precise words that express exactly what you mean to say -Journal
Friday 30 minutes	-Publishing *Use your very best handwriting to make a near-perfect copy. *if you have internet access, you may type a copy in Google Classroom. -Journal

Enrichment: (These activities are for those with digital devices and internet access.)

<https://clever.com/n/russellville> Access with Google log in

<https://www.readworks.org/> Access with Google log in

<https://www.commonlit.org/> Access with Google log in

<https://www.khanacademy.org/> Access with Google log in

Check your Google Classroom for additional enrichment activities.

Email: mark.keeton@rcs.k12.al.us jessica.marsh@rcs.k12.al.us cassie.goodwin@rcs.k12.al.us

The Inventor's Children

"Wait, what? When is the presentation? How much are we missing?" Cara's father was having another loud argument over his cell phone at the breakfast table.

Cara and her brother, Zeke, shared knowing looks across their bowls of oatmeal. It was the first day of summer vacation, and their father had promised to take the day off work. They were supposed to go to Six Flags, the nearby amusement park, and dinner at Giordino's, their favorite pizza place. Both Cara and Zeke had taken their father's enthusiastic plans for the family day with a grain of salt, especially since every year for the last three years family day had been cancelled at the last minute.

Zeke leaned over as their father left the dining room to continue the phone conversation with his colleague. "I didn't even think we'd make it to breakfast, honestly," he said. "This is better than last year, when he cancelled the night before. We're making progress." Cara rolled her eyes and responded, "I guess. If you can call canceling the entire day progress. I mean, I get it, though, you know how important his work is."

Their father was a physicist in charge of one of the biggest laboratories in the country. The lab specialized in military defense, and a lot of the projects their father worked on were top secret. Anytime something went wrong, he had to be there to fix it and make sure everything got back on track. His job meant that he was absent a lot, but by this point Cara was used to it. "I think it's time we roll out the back-up plan," she said. "What do you want to do? I vote for an afternoon movie and ice cream."

Zeke smiled at her with a wicked glint in his eyes. "Oh, I have something else in mind, a fantastic idea." Cara felt her stomach grow queasy. Zeke's idea of fun was usually something that was against the rules. There was the time he tried to bungee jump off the roof using tied-together jump ropes, and broke both of his arms. Or the time that he almost burned down the house while trying to make his own fireworks. Zeke was covered in scars from injuries he had gotten while trying out his "fantastic ideas."

Just then their father returned to the dining room. "Kids," he said. "I'm sorry, but I have had news."

"Let me take a wild guess. An emergency at the lab and you need to head there right away?" said Zeke. His voice was full of resentment. Their father's brow furrowed, and he looked upset.

"Well, yes... I'm so sorry," he replied.

Cara gave Zeke a swift kick under the table. The last thing their stressed-out, overworked father needed was a guilt trip. "Don't worry, Dad," she said. "We can go to the amusement park another time. Really, we have the whole summer in front of us."

"Yeah? That'd be great. I really want to take you both there. The roller coasters are perfect examples of some of the basic concepts of mechanical physics in action, and it'd be fun to combine the rides with some informal science discussions," their dad enthused.

Zeke opened his mouth and Cara kicked him again, before he could deliver another wisecrack. Somehow Cara didn't imagine that science lectures were what Zeke wanted to hear at the amusement park.

"I'll leave you two some money," said their father. "Order some pizza and head to the pool, enjoy the day, and we'll have a nice dinner this evening. I'll make sure to be home promptly at 6 p.m."

"Promise?" asked Cara.

"Promise," said their father. "No matter what." He grabbed his briefcase off the table and was out the door, racing off to the lab to solve another dilemma.

"All right," Cara turned to her brother. "Spill. What's your big master plan for the day?"

Zeke's eyes lit up with anticipation. "Today," he said, drawing out each word for added effect, "we go into... Dad's private lab."

Behind the house, their father had converted the garage into a two-story building where he tinkered with his own personal experiments. Neither Cara nor Zeke had ever been inside. Some of the stuff inside was dangerous, their father had told them. All of it was off limits.

"Zeke..." Cara chastised. "We can't jeopardize his work like that. Besides," she added pragmatically, "the door is locked. We can't get in unless you've gained lock-picking skills in the last few days."

"Cara, Cara, Cara," Zeke said her name in a way that suggested he was disappointed in her lack of vision. "First of all, yes, I am good at lock-picking. That's how I've been reading your diary for the past five months and I know that you'll help me so that I don't tell Dad you have a boyfriend."

"Really, Zeke? Blackmail?" Cara sighed. "Okay, but the lock on that door is going to be a lot tougher than the dinky plastic one on my journal."

"It's not a lock at all," said Zeke. "It's a twelve-digit password, and I think I know what it is."

Zeke got up and headed for the door. He paused to turn back to Cara. "Well, are you coming or not?"

Cara sighed. Zeke was going to break into the lab whether she helped or not. She might as well go along to make sure he didn't break anything too important or blow up the whole neighborhood.

Zeke was already punching in the numbers when Cara caught up to him. The door to the lab was steel and heavy; there was no way they could possibly break in if Zeke didn't have the code. The door let out an angry buzz. Cara peered over Zeke's shoulder and saw the message "Code Error."

"Umms, Zeke?" said Cara. "Don't these systems usually alert the police if you enter the wrong code too many times?"

"Yeah," said Zeke as he punched in more numbers. "But you get three tries. At least, that's what it always looks like in the movies. Anyways, the second try just worked, so it looks like you don't need to worry. It was our birthdays. Dad says that he always thinks of us, even when he's at work, and I guess he was telling the truth."

The door swung open onto a lab that gleamed with white counters and complicated machines. In the center of the room was the most beautiful car either of them had ever seen. It looked like a sports car, but stockier and with metal wheels.

"Wow," said Cara. "It's gorgeous."

Zeke had already hopped into the driver's seat. "Come on, Cara, let's take it for a spin!"

"Zeke, you don't even have a license," Cara responded. She hopped into the passenger's seat. Instead of a normal dashboard, the inside of the car was covered in knobs, buttons, and gauges. Zeke reached out and pressed five of them in a row.

"Let's see what this can do!" he yelled.

Suddenly the car started vibrating. Cara watched as the room around her appeared to melt, the colors dripping into one another. Zeke reached out and grabbed her hand; this was more than even he had imagined. When the car stopped vibrating, they were no longer in their father's private lab. Where there had been counters and machines, there were now trees and a river.

"What happened?" Zeke asked Cara.

Cara didn't respond but pointed across the river. There, calmly grazing, was a *Triceratops*.

**Via Readworks.org

8th Grade Math

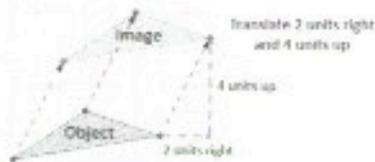
April 13 - April 17

Topic: Transformations (Week 1)

In a translation transformation all the points in the object are moved in a straight line in the same direction. The size, the shape and the orientation of the image are the same as that of the original object. Same orientation means that the object and image are facing the same direction.

In a reflection transformation, all the points of an object are reflected or flipped on a line called the axis of reflection or line of reflection.

Monday - Use this diagram to translate.



Where would these points be if they were translated two units left?

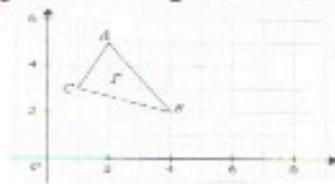
1. (2, 3)
2. (4, 5)

Where would these points be if they were translated four units up?

3. (9, 0)
4. (6, 2)

Tuesday - Use yesterday's picture to help.

Translate the triangle three units right and two units down.



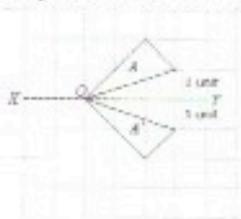
Wednesday - Translate using an algorithm.
Ex. Translate (2,3) four units left (x-value) and 5 units up (y-value).

$$(2, 3) \xrightarrow{\text{left 4, up 5}} (2-4, 3+5) \xrightarrow{\text{left 4, up 5}} (-2, 8)$$

Translate the following points using an algorithm.

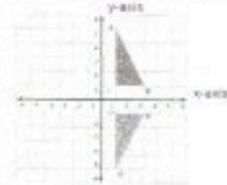
1. Translate (5,6) one unit right and two units down.
2. Translate (-1, 3) five units left and two units down.
3. Translate (9, -5) three unit left and 4 units down.
4. Translate (-3, -2) two units right and 5 units up.

Thursday - Reflect over the x-axis.



Ex.:

What are the points for the reflected triangle?



Friday - Reflect over the x-axis using an algorithm. Ex.: (2,3) $\xrightarrow{\text{reflect}}$ (2, -3)

$$(5, 6) \xrightarrow{\text{reflect}} (5, -6)$$

$$(-1, -2) \xrightarrow{\text{reflect}} (-1, 2)$$

Reflect the following over the x-axis using an algorithm.

$$1. (-4, -9)$$

$$2. (6, -7)$$

$$3. (-8, 3)$$

$$4. (1, 2)$$

$$5. (-5, 6)$$

Enrichment:

- Imagine Math-Strive to pass one lesson a week and spend 20 minutes a week on Math Facts
- Check your Math Teacher's Google Classroom Page
- Zoom Conference Schedule

8th Grade Math

April 20 - April 24

Topic: Transformations (Week 2)

A rotation is a transformation in which the object is rotated about a fixed point. The direction of rotation can be clockwise or counterclockwise.

The fixed point in which the rotation takes place is called the center of rotation. The amount of rotation made is called the angle of rotation.

A dilation is a transformation that produces an image that is the same shape as the original, but is a different size (The image is similar to the original object).

If the scale factor is greater than 1, the image is an enlargement.

If the scale factor is between 0 and 1, the image is a reduction.

ROTATIONS		
Angle	RULES	Angle
90	(y, x)	270
180	$(-x, -y)$	180
270	(y, x)	90
360	(x, y)	360

Monday - Using the picture, rotate 90 and 180 clockwise using an algorithm.

Ex.: Rotate (2, 3) 90 degrees clockwise. Then rotate 180 degrees clockwise.

90 \implies (from picture... $(y, -x)$)

(2,3) \implies (3,2)

180 \implies (from picture... $(-x, -y)$)

(2,3) \implies (-2,-3)

Try these.

Rotate 90 degrees clockwise.

1. (5, 6)

2. (-2,7)

Rotate 180 degrees clockwise.

3. (8,-4)

4. (0, 2)

Tuesday - Using the picture, rotate 270 and 360 clockwise using an algorithm.

Ex.: Rotate (2, 3) 270 degrees clockwise.

Then rotate 360 degrees clockwise.

270 \implies (from picture... $(-y, x)$)

(2,3) \implies (-3,2)

360 \implies (from picture... (x, y))

(2,3) \implies (2,3)

Try these.

Rotate 270 degrees clockwise.

1. (5, 6)

2. (-2,7)

Rotate 360 degrees clockwise.

3. (8,-4)

4. (0, 2)

Wednesday - Decide if it is an enlargement or reduction. (Refer back to notes at top)

1. 1.5

2. $\frac{1}{4}$

3. 5

4. 0.25

5. $\frac{2}{3}$

Thursday - Enlarge the following by using an algorithm.

Ex.: (3, 4) by 2

(3 x 2, 4 x 2) \implies (6, 8)

Enlarge the following ordered pairs.

1. (-6, 8) by 1.25

2. (6, 9) by $\frac{4}{3}$

2. (1, 10) by 3.5

4. (2, 5) by $2\frac{1}{2}$

Friday - Reduce the following by using an algorithm.

Ex.: (2, 4) by 0.5

(2 x 0.5, 4 x 0.5) \implies (1, 2)

Enlarge the following ordered pairs.

1. (-5, 10) by 0.2

3. (6, 9) by $\frac{1}{3}$

2. (1, 10) by 0.45

4. (2, 5) by $\frac{1}{2}$

Enrichment:

- Imagine Math-Strive to pass one lesson a week and spend 20 minutes a week on Math Facts
- Check your Math Teacher's Google Classroom Page
- Zoom Conference Schedule

8th Grade Math

April 27 - May 1

Topic: Angles (Week 1)

Complementary angles are adjacent angles that form a right angle. Their measures add to 90° .

Supplementary angles are adjacent angles that form a line. Their measures add to 180° .

Vertical angles are the opposite angles when 2 lines form. Vertical angles have equal measures.

Monday - Find the complementary angle.
Ex.: Find the complementary angle of 54° .
 $54^\circ + x = 90^\circ$
 $90^\circ - 54^\circ = 36^\circ$

Find the complementary angle.

1. 67°	2. 31°
3. 89°	4. 90°
5. 5°	

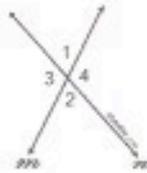
Tuesday - Find the supplementary angle
Ex.: Find the complementary angle of 54° .
 $54^\circ + x = 180^\circ$
 $180^\circ - 54^\circ = 126^\circ$

Find the supplementary angle.

1. 67°	2. 131°
3. 150°	4. 90°
5. 14°	

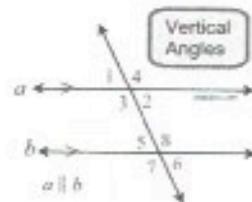
Wednesday - Vertical Angles

Ex.:
Angles 1 and 2
vertical angles.
Angles 3 and 4
vertical angles



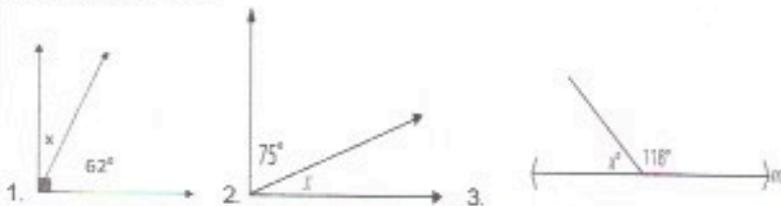
Names the vertical angles pictured. There are 4.

- 1.
- 2.
- 3.
- 4.



Thursday - Use Monday and Tuesday to help you find the missing angle, the value of x .

Find the value of x .



Friday - All the angles within a triangle sum to equal 180° . Find the missing angle

Step 1: Find the sum of the two given angles.
Step 2: Subtract that sum from 180° .



Enrichment:

- Imagine Math-Strive to pass one lesson a week and spend 20 minutes a week on Math Facts
- Check your Math Teacher's Google Classroom Page
- Zoom Conference Schedule

8th Grade Math

May 11 - May 15

1. A **right triangle** is a triangle that consists of exactly one 90 degree angle.
2. Each right triangle has 3 sides. The two sides that come together to form the right angle are called "legs" and the side across from the right angle is called the "hypotenuse" (pronounced hi-pot-a-noose).
3. The pythagorean theorem is used to find side lengths of right triangles. The Pythagorean Theorem states that the square (2nd power) of the hypotenuse is equal to the squares of the two sides. The formula is $A^2 + B^2 = C^2$, where A & B are the legs and C is the hypotenuse.

Monday - Right Triangles

Does the group of interior angles 90, 40, and 50 form a right triangle?

$90 + 40 + 50$ add the interior angles
180 it has a right angle and the sum is 180
Yes, it does form a right triangle

Practice: Decide if each group of angles form a right triangle. Remember that the interior angles of a triangle must sum to be 180 degrees.

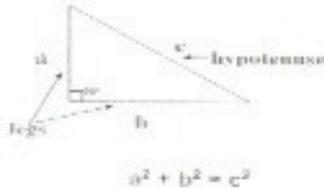
1. 45, 45, 90
2. 37, 90, 53
3. 90, 40, 40
4. 60, 60, 60
5. 90, 1, 89

Tuesday - Right Triangles

Practice: Draw and label a right triangle given the following information. If it can't be made, state why.

1. one 90, one > 45 , one < 45
2. one 90, two < 45
3. All three equal
4. One 90, two 45

Wednesday - Parts of a Right Triangle



Practice: Draw and label a right triangle with given legs and hypotenuse.

1. $a = 3, b = 4, c = 5$
2. $a = 9, b = 12, c = 15$
3. $a = 20, b = 15, c = 25$

Thursday - Proving a triangle to be right

Does the set of sides $a = 3, b = 4$, and $c = 5$ form a right triangle?

$$a^2 + b^2 = c^2$$

$$(3)^2 + (4)^2 = (5)^2 \text{ sub } a, b, c$$

$$9 + 16 = 25 \text{ square each number}$$

$$25 = 25 \text{ both sides equal}$$

Yes, the set does form a right triangle

Practice: Prove that each set of sides form a right triangle

1. $a = 6, b = 8, c = 10$
2. $a = 6, b = 9, c = 12$
3. $a = 20, b = 15, c = 25$

Friday - Review of Right Triangles

Examples of triangles in my house: door frame with imaginary hypotenuse, windows, barns or any other open construction, etc.

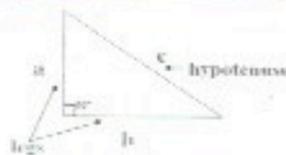
1. Find five triangles in or around your house.
2. Draw a sketch of the triangles and decide if they are right triangles.
3. Measure and label the legs and the hypotenuse.
4. Estimate and label the angles of the triangle.

- Imagine Math-Strive to pass one lesson a week and spend 20 minutes a week on Math Facts
- Check your Math Teacher's Google Classroom Page

8th Grade Math

May 18 - May 22

1. Refer to notes from the week of May 11 - May 15.
2. You can use the pythagorean formula $a^2 + b^2 = c^2$ to prove a right triangle or to find missing side lengths.
3. a and b are the legs of the triangle and c is the hypotenuse.
4. Use your solving equations steps to solve for the variable.



$$a^2 + b^2 = c^2$$

Monday - Writing equations to find missing side lengths

Write an equation to find a if b = 5 and c = 10

$$a^2 + b^2 = c^2 \text{ pythagorean formula}$$

$$a^2 + (5)^2 = (10)^2 \text{ sub in b and c}$$

$$a^2 + 25 = 100$$

Practice: Write an equation to find the missing side length.

1. a = 3, b = 4
2. a = 10, c = 100
3. b = 6, c = 30
4. a = 2.5, c = 62.5
5. b = 9.5, c = 99

Tuesday - Finding the hypotenuse

Find the hypotenuse of a right triangle given the legs are 3 and 4.

$$a^2 + b^2 = c^2$$

$$3^2 + 4^2 = c^2 \text{ sub in the value of the legs}$$

$$9 + 16 = c^2 \text{ square the values}$$

$$25 = c^2 \text{ take the square root}$$

$$c = 5 \text{ the hypotenuse length is 5}$$

Practice: Find the hypotenuse given the two legs.

1. a = 3, b = 5
2. a = 6, b = 8
3. a = 12, b = 9
4. a = 40, b = 30

Wednesday - Finding a missing leg

Find the missing leg of a right triangle given the hypotenuse is 5 and one of the legs is 3.

$$a^2 + b^2 = c^2$$

$$3^2 + b^2 = 5^2 \text{ sub in the given values}$$

$$9 + b^2 = 25 \text{ square the values}$$

$$\begin{array}{r} 9 \\ -9 \\ \hline b^2 = 16 \end{array} \text{ subtract 9}$$

$$b^2 = 16 \text{ take the square root}$$

$$b = 4 \text{ the missing leg length is 4}$$

Practice: Find the missing leg given the hypotenuse and one leg.

5. a = 5, c = 6
6. a = 6, c = 10
7. a = 12, b = 225
8. a = 21, c = 35

Thursday - Finding missing sides in real life

1. Draw the picture
2. Set up an equation
3. Solve the equation

Find the missing side given the information listed. Round to the nearest tenth.

1. If you are standing 10 ft from a 20 ft tall tree, how far are you from the top of the tree?
2. If you are standing 10 ft from the top of an 8 ft tree, how far are you from the base (bottom) of the tree?

Friday - Review of Pythagorean Theorem

Practice: Use the five triangles from last Friday to answer the following.

1. If you used a window, door, etc. and estimated the length of the hypotenuse; now use the pythagorean theorem to find the actual length of the imaginary line.
2. If you used an actual triangle, prove with the pythagorean theorem that the triangle is a right or not.

- Imagine Math-Strive to pass one lesson a week and spend 20 minutes a week on Math Facts
- Check your Math Teacher's Google Classroom Page
- We hope you have a great summer!

Elective Resources Weekly Activities (Week One)

All Students	www.clever.com/in/russellville Imagine Learning Math and Math Facts
Mrs. Agae	<p>No-Bake Chocolate Egg Nests</p> <p>Ingredients: 1 (12 oz) bag milk chocolate chips 1 (12 oz) bag butterscotch chips, more chocolate chips, or peanut butter chips 1 (12 oz) bag chow mein noodles ***I like to use Cadbury chocolate eggs, but you can also use M&Ms or Jelly Beans. Peeps if making bigger nests in the large muffin pan.</p> <p>Instructions: 1. In a large microwave safe bowl, melt chocolate chips and butterscotch chips together in microwave, stirring every 30 seconds. 2. Stir in chow mein noodles. 3. Spray muffin tins lightly with cooking spray. 4. Drop by spoonfuls into a greased muffin tin and mold into nest shapes. 5. If you are making the larger nests to fit a peep inside, mold into large greased muffin tins. 6. Let set, you can also place in the refrigerator to help them set up quicker. 7. Place eggs and/or peeps on top. 8. Enjoy!</p>
Ms. Andrews	<p>Spanish class: Check in on your family members (including extended family) and see how they are doing! ☺ Make a list in Spanish and English of who they are, what they are doing, how they are feeling, what foods they are eating, what things they have to do, etc. Try to write in complete sentences practicing the verbs, conjugations, and vocabulary we have learned this year! (Use your textbook if you need help) Example: <i>Madre:</i> Ella está bien y contenta. Pasa mucho tiempo con su familia. Tiene que cuidar a los niños todos los días. Come arroz y frijoles, y toma mucho café. <i>Mother:</i> She is well and happy. She spends a lot of time with her family. She has to care for her children every day. She eats rice and beans, and she drinks a lot of coffee. I posted Quizlet review games for Unit 4.1 vocabulary and grammar if you want to continue learning where we left off If you're looking for more games to play try making a Duolingo account or use Imagine Learning Español!</p>
Fine Arts	<p>Weekly Activity: Illustrate a song with a vivid storyline or plot. Think of a song you love and if available, listen to it. Create an illustration, cartoon, or drawing to go with the song.</p> <p>I will also continue to update google classrooms with review materials of our musicals and class songs for those that wish to use this. All students should already be members but if not please email me emily.nash@rcs.k12.al.us for the appropriate class code.</p> <p>Students with access may also create a quaver account http://quavermusic.com and use class code CTDD9</p> <p>Band students please check your school email. There will be an invite to our google classroom for you to accept. For those with access, this will be our means of continuing to practice your current skills and learn new skills to be utilized more next year. For those without access, continue to practice from your Essential elements book, intermediate band music page, or scales for 8th grade students.</p>
Mrs. Townley	<p>(1) Talk to the adult(s) in your home about their job or a job they've had in the past. Make a 2-column list of what <u>they</u> say are the GOOD and BAD aspects of the job. (2) Next, spend a few minutes thinking what it would be like if YOU had that same job. Everyone is different and we all have different likes and dislikes. Now using that same list, <u>circle</u> any GOOD item you think would be BAD if you had that job. Then, circle any BAD item you think would be GOOD if you had that job.</p>
Mrs. Harris	<p>All Mrs. Harris' classes: Keep a balance using digital media. Create a chart tracking all media usage for 3 days. Media includes: TV, Internet, phone, gaming systems, social media, etc. In your chart include: The type of media, when you used it, and how much time you spent on it. After completing your chart for three days, answer the following questions: Which form of media gave you the most benefits? Are any of your media choices out of balance (do you use them too long/too often)? I have created an account on www.typing.com for all Computer Skills students. Email me for your usernames and passwords at aleah.harris@rcs.k12.al.us</p>
Mr. Keeton	<p>Public Speaking: Read your informative speech (animal speech) to one or more of the people you are quarantined with. Make sure to stand, use eye contact, proper volume, vocal variety, keep your feet still, don't read too fast or too slowly, and avoid voiced pauses.</p>
PE Girls	<p>Get up and get moving. Try to get 20-30 min of moderate to vigorous physical activity each day (examples: riding a bike, jumping on a trampoline, dancing, jogging or briskly walking). Being physically active helps you stay healthy, improves your mood and your overall feeling of well being. Remember while doing these activities you should only interact with people who live in your home.</p>

PE Boys	Get up and get moving. Try to get 20-30 min of moderate to vigorous physical activity each day (examples: riding a bike, jumping on a trampoline, dancing, jogging or briskly walking). Being physically active helps you stay healthy, improves your mood and your overall feeling of well being. Remember while doing these activities you should only interact with people who live in your home.
---------	--

Elective Resources Weekly Activities (Week Two)

All students	www.clever.com/in/russellville Imagine Math or Math Facts
Mrs. Agee	Let's focus on lending a helping hand at home this week. Help your family do a load of laundry this week. Follow the steps below: STEP 1: Sort and treat stains. Sort by color-whites, colors, darks. Remember delicates must be washed separately on gentle cycle. STEP 2: Load and set water temperature-hot,cold,warm. Use cold to prevent shrinking STEP 3: Add detergent and start washer. STEP 4: Move clothes to dryer -Remove all dri-fit and delicates from the washer, hang dry or lay flat to dry. -Add clothes to dryer and set to normal. Add dryer sheet if available. STEP 5: Fold. -Shake items straight, fold neatly. -Stack like items together.
Ms. Andrews	Pick 3 people that you checked on last week in your family and reach out to them by writing! Or better yet, think of someone you know who speaks Spanish! Write them a letter, an email, a text message, etc. In Spanish and English. Maybe ask them how they are doing this week, tell them some things you like and some things you don't like about being home more, and tell them what you have done this past week. Remember to use the things we have learned in class this year such as: greetings, activities vocabulary (ex. jugar, mirar televisión, leer un libro), and other, verbs (like "estar" to express emotions, and "gustar" to express likes and dislikes, etc.) REMEMBER: I posted Quizlet review games for Unit 4.1 vocabulary and grammar if you want to continue learning where we left off! If you're looking for more games to play try making a DuoLingo account or use Imagine Learning Español!
Fine Arts	Think of a song that you remember well from your early childhood. Create a page with art or words describing mood/beat/memories of this song. You could also cut out pictures from magazines or create a digital journal entry. Have fun using what you have available.
Mrs. Townley/Mrs. Harris	Think about all of the things you share on media outlets. This can be SnapChat, Instagram, gaming profiles, anything digital/media related. What kinds of information would you want to find about yourself online in 10 years? What kinds of information would you want others to find about you in 10 years (parents, future employers, boyfriends/girlfriends). Make a list of 5 things you would want to find about yourself and five things you do NOT want to be able to find about yourself.
Mr. Keeton	Demonstrative Speech: Use this week to find something you would like to show how to make or how to do with those you are quarantined with. You can use the internet and places like youtube to find ideas. If you don't have internet, some ideas are: you can show how to make a recipe from Mrs. Agee's class, show one of your own recipes, show how to make a paper airplane, etc. Choose something that interests you or that you already know how to do! PLEASE USE THINGS YOU ALREADY HAVE AT HOME--ITEMS FOR THIS SPEECH ARE NOT ESSENTIAL ENOUGH TO GO INTO PUBLIC FOR!
PE Girls	Pick your favorite upbeat song and create a dance routine to it. Be sure to use moves that get your heart rate up and cause you to breathe hard. Work on this and practice it at least 20 min each day to get the health benefits of the exercise.
PE Boys	Physical Activity Week. Try to complete the following this week. 1. Jump Rope- 4-5 sets of 1 min. 2. Walk/Jog/Run one mile with family (please be safe and dont run on busy roads) 3. 20 pushups daily 4. Play Basketball with your family.

Elective Resources Weekly Activities (Week Three)

All students	www.clever.com/in/russellville Imagine Math and Math Facts
Mrs. Agee	Taco Chicken

	<p>INGREDIENTS: 1 can of salsa 3-5 Chicken Breasts 1 Tablespoon of taco seasoning</p> <p>INSTRUCTIONS: 1. Mix together 1 (16 ounce) jar of salsa and 1 tbsp. of taco seasoning until well blended. 2. Place 3-5 chicken breasts in your slow cooker(crock pot) with the mixture. Make sure some of the salsa mixture is on top of the chicken. 3. Cover and cook on LOW for 8 hours. 4. Shred the chicken with a fork, and serve in tacos, in a burrito, on top of a salad, on a baked potato, or however you'd like. 5. Enjoy!</p>
Ms. Andrews	<p>Spanish: Make your house a living picture dictionary! Use sticky notes or anything you have to label your house in Spanish. Try to use as many vocabulary words as possible. Use your textbook to help you if you need ideas or need to use the glossary! <u>Bonus:</u> Try to say/write out a sentence describing the location of these objects/places in your house using the verb "estar" and prepositions we have learned.</p> <p>I posted Quizlet review games for Unit 4.2 vocabulary and grammar if you want to continue learning where we left off! If you're looking for more games to play try making a DuoLingo account or use Imagine Learning Español!</p>
Fine Arts	<p>Last week you were asked to create based on a song that reminded you of your childhood. This week, ask some of your family members or call them up and see if they can tell you about a song that reminds them of their childhood or has a special meaning. If you have access see if you can look up and listen to this song. Create a journal entry about your findings or create a drawing or collage to commemorate these special songs.</p>
Mrs. Townley/Mrs. Harris	<p>We have all heard of cyberbullying or know someone that may have been a victim of cyberbullying. Now that you are spending more time at home and on digital media, we need to consider the effects of cyberbullying. Instead of saying hurtful things to someone or about someone, make an effort to be kind. This week, make an effort to text/post/say something kind to 5 friends or peers.</p>
Mr. Keeton	<p>Now that you have chosen a topic for your demonstrative speech, write out what you would like to say step-by-step. You know how to make or do this topic, so now put the steps into your own words. You will want to make sure that you keep your steps in as much detail as possible, because one of the biggest challenges in a demonstrative speech is to continually talk as you demonstrate. You do not want a lot of silence during your presentation.</p>
PE Girls	<p>Be sure you are active 20-30 minutes each day. Do a combination of stretching, strengthening, and cardio. An example of this would be: warm up by jogging in place for 1 minute, hurdle stretches, standing toe touches, 15 pushups, 40 sit ups and then jog/walk for a mile. Have fun and be safe.</p>
PE Boys	<p>Complete the following this week and have fun with it!</p> <ol style="list-style-type: none"> 1. "A Gratitude Attitude" - Write down something you are thankful for and explain why. 2. Body Planks- 4 sets of 1 min each 3. 50 sit ups daily 4. Football with dad or brother

Elective Resources Weekly Activities (Week Four)

All students	<p>www.clever.com/in/russellville Imagine Math and Math Facts</p>
Mrs. Agee	<p>Mini Pancakes</p> <p>Ingredients: Pancake Mix Optional toppings</p> <p>Instructions: 1. Pre-heat oven to 350. 2. Use any pancake mix. Mix up the batter. 3. Spray the mini muffin tins with non-stick cooking spray. 4. Fill tins with pancake mix 1/3 full. 5. Add toppings to each tin. Examples include: sausages, chocolate chips, bacon, dab of jelly, dab of syrup, fruit, etc. or leave plain. 6. Bake in the oven for 10-12 minutes. 7. Enjoy!</p>

Ms. Andrews	<p>Spanish: Practice using your food vocabulary! Go to the pantry and make a list of what foods you have and write the foods in Spanish and English while saying them aloud. (Hint! Some packages may also already have the labels in Spanish to help you!) When you finish, use these foods to make a menu in Spanish of things you could make for dinner., and then (with your parents' permission) make dinner together!</p> <p>Bonus! Give your family members a copy of your menu and ask them to order in Spanish. Try to ask them what they would like to eat/drink in Spanish as well. (Remember you can use your restaurant skill scripts you already did in class to help you!) To make it even more fun, try to think of things you can cook that might be eaten in a Spanish speaking country.</p> <p>I posted Quizlet review games for Unit 4.2 vocabulary and grammar if you want to continue learning where we left off! If you're looking for more games to play try making a Duolingo account or use Imagine Learning Español!</p>
Fine Arts	There is a deep connection between music lyrics and poetry! Take some time to write down a poem that could possibly be turned into a song. If you are really feeling this, then you could even make up a tune to go with your lyrics. To make the song flow, consider using an ABACB format. This means verse, chorus, verse, bridge (sometimes this is a rap or a very unique part to a song), chorus.
Mrs. Townley/Mrs. Harris	Have you ever heard of fake news? There is currently a lot of information going around about COVID-19. This information can be found on TV News channels, social media, websites, newspapers and magazines. It is important to be able to identify what is based on facts, based on opinions, or completely made up. Before reacting or panicking when reading the news, make sure it is based on facts. You can do this by checking the legitimacy of websites, the authors, and even the people sharing the information. This week, find and read an article about COVID-19. You can find this article online, in a magazine, newspaper, etc. Determine if this article is real or fake news. Write a paragraph about this article explaining why you believe it is a factual piece of information or why you believe it is fake news.
Mr. Keeton	Present your demonstrative speech to one or more of the people you are quarantined with. Make sure to stand, use eye contact, proper volume, vocal variety, keep your feet still, don't read too fast or too slowly, and avoid voiced pauses.
PE Girls	Get your jump rope out and have some fun. Do all the different kinds of jumping: single bounce, double bounce, one foot, backwards, criss cross, speed jumping or any combination you enjoy. Remember to get your heart rate up for at least 20 min.
PE Boys	<ol style="list-style-type: none"> 1. Spend at least 2 hours each day outside with family. 2. Help your parents with chores around the house on your own. 3. Play "wall ball" outside with your family 4. "Mindful Senses"- Write down observations you make outdoors.

Elective Resources Weekly Activities (Week Five)

All students	www.clever.com/in/russe/hvile Imagine Math and Math Facts
Mrs. Agee	<p>How to Sew A Button:</p> <ul style="list-style-type: none"> -Thread your needle and tie a knot at the end of the thread. -Place the button on the garment where desired. -Begin stitching by inserting the needle up through Hole A. This will hide your knot on the reverse side. -Bring the needle back down through Hole B to the reverse side. -Then go back up through Hole A. Repeat 5 times ending by going down through Hole B. -This time come up through Hole C and then back down through Hole D. -Repeat 5 more times ending by going down through Hole D. -Tie a knot to secure your thread then snip off the excess. 
Ms. Andrews	<p>Spanish: Family Movie Night!</p> <p>Find one of your favorite movies to watch that you have access to with Spanish subtitles. Watch the movie with subtitles in Spanish and see how many words you can connect in Spanish/English. Write a short paragraph summary of the movie (like a movie review) using as many Spanish words in your paragraph as possible.</p> <p>Bonus! Watch this same movie (or another favorite that you are very familiar with) in Spanish this time with English subtitles. See how much you can match the English written words with the Spanish spoken words.</p>

Fine Arts	Take some time to think about current trends in music and art. What would you say are the 3 most popular songs and trends of 2020 so far? Take some time to write this down or create a drawing. Most likely, when you grow up these songs will remind you of your time in quarantine. If you really want to have fun, make a time capsule about music, trends, and other things that are currently important to you. Store these memories somewhere safe and in a few years you can open it up and have some fun memories.
Mrs. Townley/ Mrs. Harris	Imagine you are 25 years old and have your dream job. (a.) List 5 of your favorite things about that job and WHY you like them. (b.) What are 3 other jobs that also have those same 5 characteristics you enjoy? (c.) Now list jobs you could get as a high school student or college student that would prepare you for your dream job by being similar or by teaching you important skills needed for your dream job. Consider people skills as well as technology skills.
Mr. Keeton	Read to someone you are quarantined with, or tell them a story you know from memory. Make sure to use eye contact, proper volume, vocal variety, keep your feet still, don't read too fast or too slowly, and avoid voiced pauses.
PE Girls	Get someone who lives in your house to be active with you. Throw frisbee, shoot baskets, jumprope, race each other or go for a walk/jog. Enjoy each other and the exercise.
PE Boys	Complete the following this week (if possible) <ol style="list-style-type: none"> 1. 60 jumping jacks daily 2. 60 calf raises daily 3. 20 Body Squats 4. 20 Walking lunges 5. 1 mile Run (check with parents that this can be done safely)

Elective Resources Weekly Activities (Week Six)

All students	www.clever.com/in/russellville Imagine Math and Math Facts
Mrs. Agee	<p>HOW TO MAKE HOMEMADE ICE CREAM IN A BAGGIE:</p> <p>Ingredients: 2 Tbsp. sugar 1 cup half & half (or light cream) 1/2 tsp. vanilla extract 1/2 cup coarse salt or table salt(used canning salt) Ice 1 gallon-sized Ziploc bag 1 pint-sized Ziploc bag</p> <p>Directions: 1. Mix the sugar, half & half, and vanilla extract together. Pour into a pint-sized Ziploc baggie. Make sure it seals tightly. 2. Next take the gallon-sized Ziploc bag and fill it up halfway with ice and pour the salt over the ice. 3. Then place the cream filled bag into the ice filled bag and seal. 4. Make sure it is sealed tightly and start shaking. Shake for about 5 minutes (or 8 minutes if you use heavy cream.) 5. Open the gallon-sized bag and check to see if the ice cream is hard, if not keep shaking. Once the ice cream is finished, quickly run the closed pint-sized baggie under cold water to quickly clean the salt off the baggie. 6. Open the baggie and pop in a spoon. 7. Enjoy!</p>
Ms. Andrews	<p>Spanish: Make your own Bilingual Comic Strip or Graphic Novel! Think about the movies you watched last week or a book you read recently that you enjoyed. Think about the major events or scenes from the story. Now, use that storyline to draw these scenes. You can use Google Slides or a comic strip generator if you would rather do it on the computer. Add in dialogue to give a summary of what the characters are talking about in each scene, but write the dialogue in Spanish and English!</p> <p>I hope you have all gotten a taste of the Spanish language and some cultural knowledge of Spanish speaking countries that has made you want to continue learning in the future! Have a great summer and stay well! ☺</p>
Fine Arts	Think back on all of your fine arts events from this previous school year. This may be a concert, a field trip, song you learned in class, or a special piece of artwork. What are your top 3 fine arts memories of the school year? Create a journal entry or drawing about those 3 items. If available, take some time to share these memories with your fine arts teacher whether it be for art, chorus, drama, show choir, performing arts, music exploration, or band.

Mrs. Townley/ Mrs. Harris	<p>Imagine you are applying for a job. You know it's extremely important to make a good first impression. You prepare your application, resume and cover letter. You even remember to have friends read over them to check for errors. You send them in, neat and error-free. They are very impressed with you and your skills, so they call you to come in for an interview! Yay! I knew you could do it!</p> <p>(a.) Now what are some things to remember about your hygiene, dress and behavior when preparing for an interview? List as many things as you can remember about cleanliness, neatness, dress and behavior. Remember to consider yourself head-to-toe.</p> <p>(b.) What are some questions that you expect them to ask you about your experience and goals?</p> <p>(c.) What computer skills do you have that could be used for this job? Consider all software packages and programs you've used, both on your computer and the internet.</p> <p>(d.) What are some meaningful questions that you can ask them?</p>
Mr. Keeton	<p>Have someone you are quarantined with read to you, or tell a story from their memory. As you listen, give them your full attention. Put away any distractions (including cell phone!). Be a respectful audience member.</p>
PE Girls	<p>Get someone who lives with you to be active with you. Teach them the dance routine you made a couple weeks ago and do it together everyday this week. If dancing is not your thing, choose one of the other activities and share it with your family member.</p>
PE Boys	<p>Complete the following challenges this week:</p> <ol style="list-style-type: none"> 1. "Dribble Challenge"- Dribble a basketball 100 times with each hand. 2. "Chair pose"- Hold for 30 seconds X 3 3. Take the trash out for your parents. 4. Clean up after supper. 5. 1 mile run (if can do safely, check with your parents)

RMS Library Media Center

If you have a library book checked out, please locate it, keep it in a safe place, and be prepared to return it when we return to school.

Follow the RMS Library Media Center Facebook page for updates.

National Emergency Library

<https://archive.org/details/nationalemergencylibrary>

Click to Sign In

Click Sign Up For Free under Log In



You will need to create an account using your email, password, and username. After submitting the information, you will be sent an email to confirm. Check the email you used and confirm. Once you have an account, select books and search for the desired title. Several options will appear, but if you scroll through the options, the book you are looking for should be there. You can download and "borrow" for two weeks to read on any browser, including a smartphone.



I searched and found several of the Harry Potter series and Percy Jackson series along with other popular middle school titles.

Alabama Virtual Library

The Alabama Virtual Library is a great resource for non-fiction books and articles.

<https://www.avl.lib.al.us/>

