

AUSTIN ROAD MIDDLE SCHOOL

100 AUSTIN RD. STOCKBRIDGE, GA 30281

Dwayne Richards Asst. Principal **Libra L. Brittian Principal** Andrea Perdue Asst. Principal

Academy_M North(Brown, Dawkins, Henry, Parks, Walton, Moody)

MATHEMATICS

Standard(s):

- MGSE8.EE.1 (Integer exponents)
- MGSE8.EE.2 (Square & cube roots & equations)
- MGSE8.EE.3 (Estimate with scientific notation)
- MGSE8.EE.4 (Compute with scientific notation)
- MGSE8.EE.7 (Solve linear equations)
- MGSE8.EE.7a (Multi-step equations)
- MGSE8.EE.7b (Linear equations with rationals)
- MGSE8.NS.1 (Irrational numbers)
- MGSE8.NS.2 (Rational approximations)

Learning Target(s): I Can:

- Solve linear equations in one variable
- Write linear equations in one variable that give one solution, infinitely many solutions or no solutions.
- Solve linear equations in one variable that give one solution, infinitely many solutions or no solutions.
- Simplify a linear equation by using the distributive property and combining like terms.
- Explain linear equations in one variable that give one solution, infinitely many solutions or no solutions.
- Solve equations using the distributive property (include equations w/ the variable on both sides).
- Solve equations by combining like terms (include equations w/ the variable on both sides).
- Explain the difference between a rational and an irrational numbers.
- Convert repeating and terminating decimals into fractions.

Vocabulary:

TIER II	TIER III
Evaluate, Explain, convert	Coefficient, Distributive Property, Isolate the Variable, Like Terms, infinitely many solutions, no solutions, repeating decimals, terminating decimals

Assessment(s):

Unit 1 Assessment Wed. Oct 14, 2020

Graded Assignment(s):

Practice work - Delta Math

Resources:

Into Math HMH

Delta Math

What can I do at Home:

- Insure scholars are completing all assignments timely.

- Review classwork nightly at home with your scholar.
- Check infinite campus for grades
- Check HMH for assignments that are due or past due
- Talk about math in a positive way.
- Encourage persistence.

Tutoring Schedule:

Virtual Learning-Friday by invitation.

Remind Codes:

[Mrs. Brown's 8th Grade Math Link](#)

or

Text@c67b28k to the number 81010

Mrs. Walton's Remind Code

Text @a7a73k to the number 81010

Week of October 12, 2020

ENGLISH LANGUAGE ARTS

Focus for the week: Standard(s):

- Identify central idea and the relationship between central idea and supporting ideas; describe key individuals, ideas, and events in a text; write objective summaries; develop informative writing craft through engaging introductions and thesis statements.
- Trace the development of central idea throughout a text; examine techniques authors use to make connections and distinctions in texts; consider organizational structure in central idea development; write objective summaries; develop informative writing craft through effective, well-developed body paragraphs

Reading Standards Assessed in Unit 1:

- **RI2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RI3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Writing Focus for Unit 1:

- **W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Scholars will read the three different biographies and give a summary for each theory about Christopher Columbus' life. They will then write their opinion on Christopher Columbus based on the three biographies that you have read and analyzed.

Learning Target(s):

- I can cite the strongest textual evidence to support analysis of informational text. **(RI1)**
- I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(RI4)**
- I can determine a central idea of a text. **(RI2)**
- I can analyze how a central idea develops throughout the text, including its relationship to supporting ideas. **(RI2)**
- I can provide an objective summary of the text. **(RI2)**

- can analyze how a text makes connections among and distinctions between individuals, ideas, or events in an informational text (e.g., through comparisons, analogies, or categories). **(RI3)**
- I can write informative/explanatory texts that examine a topic or convey ideas and concepts using relevant information that is carefully selected, organized, and analyzed. **(W2)**

Vocabulary:

TIER II	TIER III
<ol style="list-style-type: none"> Determine (RI2) Analyze (RI2, RI3) Summarize (RI2) Central Idea (RI2) Summary (RI2) Paraphrase (RI2) Objective (RI2) Subjective (RI2) Bias (RI2) Supporting Ideas (RI2) Comparison (RI3) Contrast (RI3) Analogy (RI3) Categories (RI3) Topic (W2) Introduction (W2) Facts (W2) Definitions (W2) Conclusion (W2) colonialism – control by one nation over a dependent area or people fleet – a group of ships operated under unified control Hispanic – coming originally from an area where Spanish is spoken legacy – something that happened in the past or that comes from someone in the past navigator – a person who finds out how to get to a place West Indies – the islands lying between North America and South America bordering the Caribbean 	<ol style="list-style-type: none"> Informative Writing (W2) Explanatory Writing (W2) Organizational Strategy (W2) Graphics/Text Features (W2) Concrete Details (W2) Quotations (W2) Citations (W2) Transitions (W2) Precise Language (W2) Domain-Specific Vocabulary (W2) Formal Style (W2)

LITERACY ASSIGNMENT:

Scholars will begin reading and annotating a Christopher Columbus Article entitled Who Was That Man

- Informational text and expository (informational writing) work station activities.
- Scholars will create a t-chart, tri-venn diagram as the subject of their informational essay.
- This will serve as their pre-writing stage for their essays.
- Independent writing time: Use writing frames to help build paragraphs for informational essays.
- Make sure scholars are using the writing rubric to help them formulate their responses.

Assessment(s): Formative Assessment Thursday, October 15, 2020
Daily B.Y.E's = Before You Exit

READING FOCUS:

- Students may sort ideas from a text into categories: central idea, main ideas/claims, and supporting details. Students should then make connections between each component of the text and the central idea. **(RI1, RI2)**.
- Students may read an informational text and track their own thinking by annotating what each paragraph or section of the text is about. Students can then describe how each paragraph connects to or develops the central idea. **(RI1, RI2)**
- Students may collect evidence from a text that describes key individuals, events, and ideas and then sort evidence into categories for the types of evidence that the author uses to describe each. **(RI1, RI2, RI3)**.
- Students may respond to a text through writing, analyzing central idea development or the way in which the author makes connections among and distinctions between key individuals, ideas, and events in a text. **(RI1, RI2, RI3)**
- Students may review literary standards by reading literary texts and analyzing theme, plot, conflict, characterization, and setting. **(RL1, RL2, RL3)**.

WRITING FOCUS

- Students may practice creating engaging introductions and thesis statements for a variety of writing topics. **(W2, W4)**
- Students may practice responding to pictures through informational writing. Students may describe the scene, make inferences with evidence, write a related how-to, etc. **(W2, W4)**
- Students may conduct short or sustained research about topics related to reading and present information through writing **(W2, W4, W7, W8, W9)**.
- HMH Writing Studios can support specific informative writing skills.

LANGUAGE FOCUS

- Students should apply language skills in the above activities as appropriate. **(RL4, RI4, L1-6)**
- Elements such as **L2c (spelling)**, **L3a (use verb voice and mood for effect)** should be regularly practiced through student writing.
- HMH Grammar Studios can support specific grammar skills.

GUIDED SMALL GROUP INSTRUCTION

- Use learning targets connected to standards to address student needs, as evidenced by data, to drive the focus of small group instruction.
- Scaffold or enrich instruction to drive differentiation of small groups.
- Use assessment data to select texts.

Graded Assignment(s):

- Constructed Response
- Informational Writing Essay
- CommonLit
- Objective Summary from Informational Text
- HMH Informational Writing
- HMH Grammar Studio Standards
 - RL4, RI4, L1-6
- BYE

Resources: HMH,

- “The Impact of Christopher Columbus” from Celebrate with DE: Columbus Day and Indigenous Peoples Day on Discovery Education Streaming
- “Shift to Indigenous Peoples Day” from Celebrate with DE: Columbus Day and Indigenous Peoples Day on Discovery Education Streaming

- “Columbus in the New World” from America: Facts versus Fiction: The New World
- A Map of Columbus’ Voyages to America image on Discovery Education Streaming

What can I do at home:

- CommonLit Weekly Reading Assignment
 - [CommonLit: Letter to the Treasurer of Spain](#)

Tutoring Schedule: Friday’s 8:15-4:00 pm

Remind Codes: [Ms. Dawkins & Mrs. Walton’s Remind Code](#)

Standard(s):

S8P1. Obtain, evaluate, and communicate information about the structure and properties of matter.

Learning Target(s):

- I can identify physical and chemical properties of matter.
- I can compare and contrast chemical and physical properties of matter.
- I can demonstrate that changing the physical properties of matter does not change the identity of the substances.

Vocabulary:

TIER II	TIER III
Obtain, Evaluate, Develop, Communicate	Chemical properties, Physical properties, reactivity, combustibility, density, melting point, boiling point, Atoms, Molecules, Atomic number, Mass Number, Element, Protons, Neutrons, Electrons, Subatomic particles, periodic table.

Assessment(s):

Quizzes on physical and chemical properties and scholars will complete the vocabulary words in the Frayer Model.

Graded Assignment(s):

Quizzes, Vocabulary assignment on google slide and physical and chemical properties activity.

Resources:

Digital Textbook- HMH- Physical and Chemical Properties/Changes

PowerPoint/Slides (located in Google Classroom)

Nearpod- Physical and Chemical Properties <https://share.nearpod.com/vsph/XgHvnrQfNu>

What can I do at home:

Review vocabulary term and PowerPoint

Practice Quiz assigned in Quizizz.com and Quizalize (Google Classroom)

Tutoring Schedule:

Friday during office hours -Scholars can schedule additional help.

Please encourage your scholar to participate in one of the upcoming events.

1. **Virtual Water Tower Competition**

[Virtual Water Tower Competition Student Packet 2020.docx](#)

2. **Imagine A Day Without Water Art Contest**

[Imagine A Day Without Water Art Contest](#)

Remind Codes:

Text the code to 81010

3rd Period- @arms8sci

4th Period- @arms8sci4

5th Period- @arms8sci5

6th Period- @arms8sci6

SOCIAL STUDIES

Standard(s):SS8H3 Analyze the role of Georgia in the American Revolutionary Era.

Learning Target(s):

- a. Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act.
- b. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document.

Vocabulary:

TIER II	TIER III
Explain, describe, analyze, infer	American Revolution French and Indian war Proclamation of 1763 grievances patriot loyalist preamble Declaration of Independence Stamp Act declaration Button Gwinnett George Walton Lyman Hall Elijah Clarke Austin Dabney

Assessment(s):

1. Week 6 and 7 CFA

Graded Assignment(s):

1. Unit 4 Vocabulary
2. Road to Revolution Graphic Organizer

Resources: Georgia Studies Online Textbook <https://www.gpb.org/education/georgia-studies/digital-textbook>

What can I do at home:

Study Unit 4 notes for at least 20 minutes every day

Tutoring Schedule:

Monday and Wednesday 8:00-8:40, Scholars can schedule an appointment to get additional help.

Remind Codes:

3rd Period: @ghis03-21
 4th Period:@ghis04-21
 5th Period: @ghis052
 6th Period:@ghis062
 Instructional Focus:@2021if

Our 8th grade scholars have a wonderful opportunity to take a virtual tour of Fort Valley University on October 18th from 9:45 to 10:45. During the tour, a representative will provide an admissions overview and answer questions about campus life. If you have any concerns, please contact Dr. Scott.