

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.4 (Compute with scientific notation)

MGSE8.EE.7 (Solve linear equations)

MGSE8.EE.7a (Multi-step equations)

Learning Target(s): I Can:

- Perform operations with numbers expressed in scientific notation.
- Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities.
- Interpret scientific notation that has been generated by technology.
- 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.

Vocabulary:

TIER II	TIER III
Evaluate, Explain, Solve, Analyze, Describe Show	Exponents, Base, Properties of Exponents, coefficient, distributive property, like terms, isolate the variable

Assessment(s):

Quiz - Illuminate

Graded Assignment(s):

Practice assignment(s) from HMH

Quiz Illuminate

Put it in writing

Resources:

Into Math HMH

Nearpod

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 5, 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.

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.

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)**
- I 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)**
- 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
1. Determine (RI2) 2. Analyze (RI2, RI3) 3. Summarize (RI2) 4. Central Idea (RI2)	1. Informative Writing (W2) 2. Explanatory Writing (W2) 3. Organizational Strategy (W2) 4. Graphics/Text Features (W2) 5. Concrete Details (W2)

5. Summary (RI2)
6. Paraphrase (RI2)
7. Objective (RI2)
8. Subjective (RI2)
9. Bias (RI2)
10. Supporting Ideas (RI2)
11. Comparison (RI3)
12. Contrast (RI3)
13. Analogy (RI3)
14. Categories (RI3)
15. Topic (W2)
16. Introduction (W2)
17. Facts (W2)
18. Definitions (W2)
19. Conclusion (W2)

6. Quotations (W2)
7. Citations (W2)
8. Transitions (W2)
9. Precise Language (W2)
10. Domain-Specific Vocabulary (W2)
11. Formal Style (W2)

Assessment(s): Unit 1 Assessment Tuesday, October 6, 2020

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 write objective summaries of informational texts. Students should focus on including the most important facts and doing so without personal opinion. **(RI2)**
- 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)**.
- Students may engage in daily independent reading of extended texts or participate in book clubs with reflection in a reader's notebook. **(RL10, RI10)**

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 write a short narrative expressing a theme about technology. **(W3, W4)**
- Students may conduct short or sustained research about topics related to reading and present information through writing **(W2, W4, W7, W8, W9)**.
- Students may engage in daily writing next to texts as part of a writer's notebook **(W10)**.
- 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.
- Provide differentiated instruction based on assessment data.
- Read or interact with texts on appropriate levels to meet the needs of all students.
- Confer to support reading and writing growth.

Graded Assignment(s):

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

Resources: HMH,

What can I do at home:

- CommonLit Weekly Reading Assignment
 - [SOMEONE MIGHT BE WATCHING — AN INTRODUCTION TO DYSTOPIAN FICTION](#)

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

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

SCIENCE

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

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): SS8H2 Analyze the colonial period of Georgia

Learning Target(s):

c. I can evaluate the role of the diverse groups(Jews, Slazburgers, Highland Scots and Malcontents) in settling Georgia during the Trustees Period.

d. I can explain the transition period of Georgia into a Royal colony with regard to land ownership, slavery alcohol and government.

e. I can give examples of goods goods and services produced and traded in colonial Georgia.

Vocabulary:

TIER II

Explain, describe, analyze, infer

TIER III

James Oglethorpe
Mary Musgrove
Tomochichi
Trustee
Trustee Period
Charter of 1732
Yamacraw Bluff
Savannah
Malcontent
Salzburgers
Jews
Highland Scots
defense
economics
philanthropy

Assessment(s):

1. Week 5 and 6 CFA
2. Unit 3 Exam

Graded Assignment(s):

1. Unit 3 Vocabulary
2. Georgia's VIP graphic organizer
3. Georgia's Colonists graphic organizer

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

What can I do at home:

Study Unit 3 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

COUNSELORS CORNER:

