

Extended School Closure Instructional Plan  
Upper Township School District  
Grade 6

In the event of an extended school closure, teachers at the Upper Township Elementary School and Upper Township Middle School will disseminate assignments to general education and special education students (except for students in a Self-Contained placement) via Google Classroom. The instructional plan for each grade level requires students to engage in academic activities for a minimum of four hours per day. At the end of each week, the teachers will monitor student progress via Google Classroom submissions. Students who do not have access to a computer will be provided with one. Students who do not have access to the internet will be given hard copies of all assignments. All assignments are aligned with the New Jersey Student Learning Standards.

Week #1 Assignments should be submitted by Friday, March 20, 2020.

Week #2 Assignments should be submitted by Friday, March 27, 2020.

**ELA- 60 minutes per day**

All Materials are found on Scholastic Scope Magazine March 2020 Edition

DAY 1

Narrative Nonfiction Part 1

“Deadly Hits” <https://scope.scholastic.com/issues/2019-20/030120/deadly-hits.html#On%20Level>

1. Which statement expresses a central idea of the section “Playing Through Pain”?

- A. Playing football builds character.
- B. Until recently, people didn’t realize how dangerous it can be to continue to playing after being hit on the head.
- C. Madden NFL is a popular video game.
- D. Football began in the late 1800s.

2. On page 8, Tarshis writes that in therapy, Zack works “with the same gritty strength that made him a star on the field.” Based on context clues, gritty most closely means

- A. determined.

- B. healthy.
- C. dirty.
- D. quiet.

3. Tarshis most likely wrote “Deadly Hits ” to
- A. teach readers about the dangers of concussions.
  - B. share the latest brain science research.
  - C. compare and contrast football and soccer.
  - D. show how school sports instill discipline.

## DAY 2

### Narrative Nonfiction Part 2

“Deadly Hits” <https://scope.scholastic.com/issues/2019-20/030120/deadly-hits.html#On%20Level>

What is one way that the author supports the idea that head injuries can be more serious than they seem? Support your answer with text evidence

## DAY 3

### Narrative Nonfiction Part 3

“Deadly Hits” <https://scope.scholastic.com/issues/2019-20/030120/deadly-hits.html#On%20Level>

In what ways has the sport of football become safer in recent years? Support your answer with details from the article.

## DAY 4

### Drama - Historical Fiction Part 1

Directions: Read the following story and answer the multiple choice answers. Highlight your answer.  
“The Night of Terror”

<https://scope.scholastic.com/issues/2019-20/030120/the-night-of-terror.html>

1. In Scene 2, Franny says the protesters should be ashamed. Then there is an awkward silence. You can infer, or conclude, that Maud and Roy

- A. think Franny is right.
- B. disagree with what Franny just said.
- C. don't support the war.
- D. have decided to stop speaking to Franny

2. Why are the suffragists sent to the workhouse?

- A They broke the law by blocking traffic.
- B. They broke the law by protesting.
- C. The judge was confused.
- D They were unjustly imprisoned to discourage them from protesting.

3. By the end of the play, Franny supports the women's suffrage movement. Which details help develop this idea? Choose TWO answers.

- A. Franny sees Aunt Kate get arrested. (p. 12)
- B. Franny tells Aunt Kate that standing outside the White House seems "so crazy." (p. 13)
- C. Franny helps spread the story of what happened to the suffragists in the workhouse. (p. 15)
- D. Franny makes purple-white-and-gold sashes for herself and for Aunt Kate. (p. 16)

DAY 5

Drama - Historical Fiction Part 2

Directions: Answer the following question based on the story below. Use the ICE format to answer the question.

"The Night of Terror"

<https://scope.scholastic.com/issues/2019-20/030120/the-night-of-terror.html>

How do the play and captions support the idea that suffragists faced disapproving and disrespectful treatment by the public? Use text evidence to support your answer.

DAY 6

Drama - Historical Fiction Part 3

Directions: Answer the following question based on the story below. Use the ICE format to answer the question.

“The Night of Terror”

<https://scope.scholastic.com/issues/2019-20/030120/the-night-of-terror.html>

In Scene 5, Aunt Kate suggests that more people would support the suffragists if they knew what happened to the women in the workhouse. Does Aunt Kate turn out to be right? Use text evidence.

DAY 7

Short Read-Nonfiction Part 1

Directions: Read the following story and answer the multiple choice answers. Highlight your answer.

“Binge Watching”

<https://scope.scholastic.com/issues/2019-20/030120/the-truth-about-binge-watching.html>

**1. A study that shows that people who binge-watch often are lonelier than those who never binge watch would BEST fit into the section**

- A. “Your Bingeing Brain.”**
- B. the introduction**
- C. “How to Beat the Binge.”**
- D. “Bingeing All the Time.”**

**2. In the section “How to Beat the Binge,” the author’s tone, or attitude toward the subject she is writing about, could be best described as**

- A. reflective and uncertain.**
- B. frustrated and serious.**
- C. suspicious and worried.**
- D. funny and encouraging.**

**3. Which lines best support the answer you chose in question 2? Choose two answers. A. “The good news is that you can beat the binge— with a little practice.” (p. 23)**

- B. “We promise Baby Yoda will still be there tomorrow.” (p. 23)**
- C. “Dr. Danesh Alam . . . recommends deciding at the start of the week how much time to dedicate to shows and videos.” (p. 23)**
- D. “Turn off the screen one hour before bed.” (p. 23)**

DAY 8

Short Read-Nonfiction Part 2

Directions: Answer the following question based on the story below. Use the ICE format to answer the question.

“Binge Watching”

<https://scope.scholastic.com/issues/2019-20/030120/the-truth-about-binge-watching.html>

Describe two ways author Mackenzie Carro supports the idea that binge-watching all the time is problematic. Use text evidence to support your answer.

DAY 9

Paired Texts Part 1

Directions: Read the following story and answer the multiple choice answers. Highlight your answer.

“Mountain of Doom” and “My Journey to Pompeii”

<https://scope.scholastic.com/issues/2019-20/030120/mountain-of-doom.html>

1. The main purpose of “Mountain of Doom” is to
  - A. teach readers about one of the worst disasters of the ancient world.
  - B. explain why volcanoes erupt.
  - C. teach readers about an author’s writing process.
  - D. give a detailed history of the Roman Empire.
  
2. In the introduction, author Lauren Tarshis writes that the main street in Pompeii “teems with people.” Based on context clues, teem most closely means
  - A. to lack.
  - B. to overflow.
  - C. to fail.
  - D. to surprise.
  
3. The map on page 18 supports the idea that in 79 a.d., Rome was
  - A. beautiful.
  - B. full of farms.
  - C. powerful.
  - D. dangerous.

DAY 10

Paired Texts Part 2

Directions: Answer the following question based on the story below. Use the ICE format to answer the question.

“Mountain of Doom” and “My Journey to Pompeii”

<https://scope.scholastic.com/issues/2019-20/030120/mountain-of-doom.html>

Consider the sidebar “Unlocking the Secrets of Pompeii,” Page 19. What does it add to the reader’s understanding of how life in ancient Rome compares with life today?

**Math- 40 minutes**

**6th Grade Math - Statistics Lesson Plans**

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**Weekly Overviews**

**WEEK #1**

SWBAT Identify a statistical question. Create and interpret dot plots and line plots.	SWBAT Identify a statistical question. Create and interpret dot plots and line plots.	SWBAT Calculate the mean of a data set.	SWBAT Calculate the mean of a data set.	SWBAT calculate measures of center
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**WEEK #2**

SWBAT calculate measures of center	SWBAT create and interpret Stem and Leaf plots	SWBAT create and interpret Stem and Leaf plots	SWBAT create and interpret histograms	SWBAT create and interpret histograms
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**Day 1/2 Target: SWBAT Identify a statistical question. Create and interpret dot plots and line plots**

**Learning Tasks:**

IXL Skillbuilder Practice: 40 minutes (20 minutes per day)

- IXL - H.2 and H.7

Watch Lesson Tutorials/ Record Notes: 35 minutes

- [Identify a statistical question](#)
- [Using a Dot Plot](#)
- [Modeling a Dot Plot](#)

Practice Worksheets: 45 minutes

- 9.1 Extra Practice
- 9.1 Puzzle Time

**Day 3/4 Target: SWBAT Calculate the mean of a data set**

**Learning Tasks:**

IXL Skillbuilder Practice: 40 minutes (20 minutes per day)

- IXL - C.5 and C.6

Watch Lesson Tutorials/Record Notes: 35 minutes:

- [Calculating the Mean](#)
- [Compare Means](#)
- [Modeling the Mean in Real Life](#)



Practice Worksheets: 45 minutes:

- 9.2 Puzzle Time
- 9.2 Extra Practice

### 6th Grade Math - Statistics Lesson Plans

Day 5/6 Target: SWBAT calculate measures of center

#### Learning Tasks:

IXL Skillbuilder Practice: 40 minutes (20 minutes per day)

- IXL - I.1 and I.5

Watch Lesson Tutorials/Record Notes: 40 minutes:

- [Calculating the Mode](#)
- [Identifying the Mode](#)
- [Removing an Outlier](#)
- [Changing the Values of a Data Set](#)
- [Modeling Measures of Center](#)

Practice Worksheets: 40 minutes

- 9.3 Extra Practice
- 9.3 Puzzle Time

Day 7/8 Target: SWBAT create and interpret Stem and Leaf plots

**Learning Tasks:**

IXL Skillbuilder Practice: 40 minutes (20 minutes per day)

- IXL - K.14 and L.8

Watch Lesson Tutorials/Record Notes: 35 minutes:

- [How to create a stem and leaf plot](#)
- [How to interpret a stem and leaf plot](#)
- [Modeling a stem and leaf plot problem](#)

Practice Worksheets: 45 minutes

- 10.1 Extra Practice
- 10.1 Puzzle Time

**6th Grade Math - Statistics Lesson Plans**

Day 9/10 Target: SWBAT create and interpret histograms

**Learning Tasks:**

IXL Skillbuilder Practice: 40 minutes (20 minutes per day)

- IXL - Q.2 and Q.3

Watch Lesson Tutorials/Record Notes: 35 minutes

- [How to Create a Histogram](#)
- [Interpret a Histogram](#)

[Compare Data Displays](#)

[Data Displays in Real Life Example](#)

Practice Worksheets: 45 minutes

- 10.2 Extra Practice
- 10.2 Puzzle Time

### Science- 40 minutes

Week #1

#### **Lesson 1: The Solve**

##### Part A: Live Video

- Step 1: Watch Mendenhall Glacier Video
- Step 2: Watch Polar Bear Quest Video
- Step 3: Answer questions on the Mosa Mack Website
- Step 4: Complete Quiz questions on Mosa Mack website
- Step 5: review presentation from website
- Step 6: Complete **Part 2. Let's Look at the Data** (the graph analysis questions on classroom doc)
- Step 7: complete Questions: Relationships between the Graphs ( google doc)
- Step 8: watch "The Answer" on Mosa Mack website
- Step 9: Complete the questions on google doc PART 3 ( 5 questions)

##### Part B: Animation

- Step 1: Watch animation video
- Step 2: complete episode questions

- ❑ Step 3: complete quiz
- ❑ Step 4: watch “The Answer” on Mosa Mack website

Part C: Slide Show ( see more details below in google doc)

- ❑ Slide 1: Include the title, “Climate Change: Evidence and Explanations.”. And your name
- ❑ Slide 2: include the text, “Section 1: The #Before&AfterChallenge.” This slide will be a section header.
- ❑ Slides 3-6: find four sets of “before and after” photos of locations that have been impacted by climate change. ( examples on doc below)
- ❑ Slide 7: Add the text “Section 2: Reflection Questions
- ❑ Slide 8: Write your answer to the following question:  
Reflecting on everything you’ve learned in this lesson, explain how Mendenhall Glacier and polar bears may be indicators of climate change.
  
- ❑ Slide 9: Write your answer to the following question:  
How might human activities contribute to climate change?
- ❑ Slide 10: Add the text “Section 3: My Climate Terms.”
- ❑ Slides 11–15: Find one image that illustrates each vocabulary term below  
Greenhouse gas, melting, temperature, climate change

Week #2

Directions

Greenhouse gases are gases that absorb heat from the sun and trap that heat in the atmosphere. But where do they come from? Some are naturally occurring in the atmosphere, but most of the greenhouse gases now in the atmosphere have been caused by human activity. When we fly in planes, drive cars, generate electricity, manufacture goods, and produce agriculture, we produce greenhouse gases. In fact, we’ve produced so many greenhouse gases that the global temperature has increased more than 1 degrees Celsius since the late 19th century, and 2016 ranked as the warmest year on record! An increase in global temperature has an impact on the climate and can lead to devastating changes on our planet, such as the melting of polar ice caps, a rise in sea levels, and unpredictable weather patterns.

Your Engineer task today is to:

1. Analyze data from a variety of graphs in order to evaluate:

- US greenhouse gas emissions.
- Sources of greenhouse gas emissions.
- Human population growth rates.

2. Calculate and analyze your own carbon footprint.

3. Research a leading source of greenhouse gas emissions and design a solution to decrease the carbon footprint associated with this source.

### **Social Studies- 40 minutes**

#### **6th Grade Social Studies Home Instruction**

#### **Chapter 18: The Late Middle Ages**

##### **Chapter 18 Goals:**

- Analyze the role of religion to unify/divide people and govern territories
- Analyze the role of religion/economics in shaping the social hierarchy and how that impacted people's lives
- Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
- Analyze the causes and outcomes of the Crusades from different perspectives (European political and religious leaders, Crusaders, Jews, Muslims, traders).
- Assess the demographic, economic, and religious impact of the plague on Europe.
- Determine the Influence of medieval English legal and constitutional practices (Magna Carta, Parliament, habeas corpus, independent judiciary) on modern democratic thought and institutions.
- Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which

represent enduring legacy.

**Sources that discuss The Late Middle Ages:**

- [BrainPop- The Middle Ages](#)
- [Dark Ages, Middle Ages, or Medieval Times?](#)
- [Intro to the Crusades](#)- crash course
- [The Crusades](#)- Newsela Text Set
- [Crusade Report](#)- *Horrible Histories*
- [Women and Medieval Art](#) Newsela Article
- [A Modern American Gothic Style Cathedral](#)Newsela Article
- [Contributions of the Middle Ages](#)Newsela
- [Magna Carta](#)Newsela Article
- [Magna Carta](#)National Archives
- [6 Things About Magna Carta](#)History
- [Magna Carta](#) British Library
- [Magna Carta](#)- BrainPop
- [Habeas Corpus](#)- Newsela Article
- [Habeas Corpus Narration](#)-1 minute video
- [Joan of Arc](#)- Newsela Article
- [Black Death](#)- BrainPop
- [Black Plague Report](#)- History Channel
- [Bubonic Plague](#) - National Geographic
- [Black Plague Article 3/2014](#)- The Guardian
- [Black Plague Text Set](#)- Newsela Text Set
- [Black Death](#)- Hip Hughes Video Explanation
- [Battling Anti-Semitism](#)- Newsela Article

## **Home Instruction Calendar**

Chapter 18: Late Middle Ages

Sections 3,4,5



### **Overall Calendar**

- Day 1: Chapter 18 Section 3- I. The Church Shapes Society, II. Society + Politics
- Day 2: Chapter 18 Section 3- III. Universities are Built, IV. The Church and the Arts
- Day 3: Chapter 18 Section 4- I. Magna Carta Causes Change in England
- Day 4: Chapter 18- Section 4- II. Hundred Years War
- Day 5: Current Events
- Day 6: Chapter 18 Section 4- III. Black Death
- Day 7: Chapter 18 Section 5- I. Church Reacts to Challenges, II. Christians Fight the Moors
- Day 8: Chapter 18 Section 5- II. Jews Face Discrimination
- Day 9: Chapter 18 Sections 3-5 Review
- Day 10: Current Events

### **Daily Instructions**



#### **Day 1:**

Step 1: Please read the following in your text:

- Section 3- I. The Church Shapes Society and Politics- (Pages 533-535)
- Section 3- II. Monks and Friars- (Pages 535-536)

Step 2: Please complete your research notes for what you have read.

## **Day 2:**

Step 1: Please read the following in your text:

- Section 3- III. Universities are Built (Pages 537-538)
- Section 3- IV. The Church and The Arts (Pages 538-539)

Step 2: Please reference the following links:

- [Women and Medieval Art](#) (*Newsela Article*)
- [A Modern American Gothic Style Cathedral](#) (*Newsela Article*)
- [Contributions of the Middle Ages](#) (*Newsela*)

Step 3: Please complete your research notes for what you have read.

Step 4: Please complete the Chapter 18 Section 3 Review.



## **Day 3:**

Step 1: Please read the following in your text:

- Section 4- I. Magna Carta Causes Change in England (Pages 540-541)

Step 2: Please reference the following links:

- [Magna Carta](#) *Newsela Article*
- [Magna Carta](#) *National Archives*
- [6 Things About Magna Carta](#) *History*
- [Magna Carta](#) *British Library*
- [Magna Carta](#) - *BrainPop*
- [Habeas Corpus](#) - *Newsela Article*
- [Habeas Corpus Narration](#) - *1 minute video*



Step 3: Please complete your research notes for what you have read.



**Day 4:**

Step 1: Please read the following in your text:

- Section 4- II. The Hundred Years War (Page 542)

Step 2: Please reference the following links:

- [Joan of Arc- Newsela Article](#)

Step 3: Please complete your research notes for what you have read.



**Day 5:**

Step 1: Please watch CNN 10

- 10 minute student news review of the week featuring anchor Carl Azuz

Step 2: Select an article:

- Find an article about a topic that interests you from this week

Step 3: Write about it:

- Please write two paragraphs about what you learned on the topic and why it interests you, OR submit 10 Current Events Questions for a comprehensive Current Events game upon our return.



### **Day 6:**

Step 1: Please read the following in your text:

- Section 4- III. The Black Death (Page 543)

Step 2: Please reference the following links:

- [Black Death- BrainPop](#)
- [Black Plague Report- History Channel](#)
- [Bubonic Plague - National Geographic](#)
- [Black Plague Article 3/2014- The Guardian](#)
- [Black Plague Text Set- Newsela Text Set](#)
- [Black Death- Hip Hughes Video Explanation](#)

Step 3: Please complete your research notes for what you have read.

Step 4: Please complete the Chapter 18 Section 4 Review.



### **Day 7:**

Step 1: Please read the following in your text:

- Section 5- I. The Church Reacts to Challenges (Page 545)
- Section 5- II. Christians Fight the Moors (Pages 546-547)

Step 2: Please complete your research notes for what you have read.



### **Day 8:**

Step 1: Please read the following in your text:

- Section 5- III. Jews Face Disrimination (Page 548)

Step 2: Please reference the following links:

- [Battling Anti-Semitism- Newsela Article](#)

Step 3: Please complete your research notes for what you have read.

Step 4: Please complete the Chapter 18 Section 5 Review.



### **Day 9:**

Step 1: Review

- Please retake the Section reviews that you completed after each section

Step 2: Make yourself Flash Cards

- Make yourself flash cards using quizlet or index cards for the terms and people you are still practicing

Step 3: Highlight notes

- Highlight each of your section goals in a color of your choice.
- Then, using the same color, highlight the parts of your research that answer those questions



## **Day 10:**

### **Step 1:** Please watch CNN 10

- 10 minute student news review of the week featuring anchor Carl Azuz

### **Step 2:** Select an article:

- Find an article about a topic that interests you from this week

### **Step 3:** Write about it:

- Please write two paragraphs about what you learned on the topic and why it interests you, OR submit 10 Current Events Questions for a comprehensive Current Events game upon our return.



## **Important Reminders:**

### **Newsela:**

- You log in by clicking “log in with Google” and using your school account

### **Online Text:**

- The text is available online via a post on Genesis AND a post from the beginning of the year on Google Classroom
- There is also a pdf file of Chapter 18 posted on Google Classroom

### **Google Classroom:**

- Everything you need (your research notes, access to the text, section reviews, current events google forms, etc.) is available on Google Classroom!

## **Health/PE- 30 minutes**

Students will log 30 minutes per day of any physical activity.

## **Art/Music- 30 minutes**

Lesson 1: The Science of Sound:

Laurel or Yanni?

<https://www.youtube.com/watch?v=yDiXQI7grPQ>

Fun Sound Waves:

[https://www.youtube.com/watch?v=xH8mT2IQz7Y&index=2&list=PLQInTIdJs0ZQRzLgW42JXOV\\_KjtG7TXck&app=desktop](https://www.youtube.com/watch?v=xH8mT2IQz7Y&index=2&list=PLQInTIdJs0ZQRzLgW42JXOV_KjtG7TXck&app=desktop)

Transmission of Sound

<https://www.youtube.com/watch?v=GkNJvZINSEY&app=desktop>

SunFlower Sings???:

<http://en.goodtimes.my/2018/09/21/woman-records-unique-voice-of-sunflower-it-sounds-like-music-from-other-dimension/>

Sound Used as Medicine?

<https://www.youtube.com/watch?v=M1-kkUGk9-E>

Can you Identify the Sound?

<http://www.scholastic.com/magicschoolbus/games/sound/index.htm>

<http://www.musicgames.net/livegames/orchestra/orchestra2.htm>

How Old are your ears?

<https://www.youtube.com/watch?v=VxcbppCX6Rk>

Please use this link to use these games to test your ears:

<https://www.wartgames.com/themes/science/sound.html>

Instrument Identification Game:

<https://www.brainpop.com/games/sortifymusicalinstruments/>

<http://creatingmusic.com/BlockGames/ComparingGame/>

Lesson 2: The Mathematics of Music:

[www.musictheory.net/exercises/keyboard](http://www.musictheory.net/exercises/keyboard)

[www.musictheory.net/exercises/note](http://www.musictheory.net/exercises/note)

Lesson 3: The Benefits of Music Education

Lesson 4: Music History Composer of the Month

Lesson 5: Music History Piano Test

**Speech- (time determined by individual needs)**

Exercises that address the individual needs of the students were sent home. Parents/guardians will log the completion of these exercises.

**OT/PT- (time determined by individual needs)**

Exercises that address the individual needs of the students were sent home. Parents/guardians will log the completion of these exercises.