

Extended School Closure Instructional Plan
Upper Township School District
Grade 7

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

BASIC INSTRUCTIONS:

- Follow the assignments by day
- You have two days per article: one day to read and complete the quiz on Google Forms, then the next day to revisit the article and complete one of the open-ended questions below.
- Each day you will have a *Scope* assignment, but EVERY DAY you will also read your independent novel (record in log) AND study unit 9 vocabulary.
- Check Classroom for all materials and reading log.
- The responses **MUST** be in complete sentences.
- You must have evidence from the text to back up your responses. (ICE or RACE responses) *Topic sentence, thoughtful response with textual evidence, and closing sentence*

RACE or ICE Reminders

Restate question with title and author.
Answer the question.
Cite evidence from text.
Explain and extend the evidence.

I-Introduce the text with title/topic or question you are discussing
C-Cite you evidence with quotation marks or use paraphrasing and proper citation ()
E-Explain how the evidence relates to the overall idea

Directions: Write your answer to **ONE** of the questions below in a well-organized response in the box. Use the RACE or ICE method to respond to each question. Then answer the multiple choice questions in Google Classroom.

Days 1/2: “Deadly Hits” (Nonfiction)
[Deadly Hits text](#)

According to the article, in what ways has the sport of football changed in recent years? Support your answer with details from the article.

How does the author develop the idea that head injuries can be serious even if they seem to be minor? Support your answer with details from the article.

- 10 minutes of vocab on Sadlier. Once activities are completed, you may go on Quizlet or play vocab games on Sadlier.
 - [Quizlet Unit 9 Definition Set link](#)
 - [Quizlet Unit 9 Synonyms and Antonyms link](#)
- 30 minutes of independent reading. Make sure you record it on your reading log!

Directions: Write your answer to **ONE** of the questions below in a well-organized response in the box. Use the RACE or ICE method to respond to each question. Then answer the multiple choice questions in Google Classroom.

Days 3/4: “Day of Disaster” (Nonfiction)

[Day of Disaster link](#)

How does the author portray working as a coal miner in the early 20th century? Use text evidence to support your answer.

Analyze the photos, captions, and other text features. How do they contribute to the article? What other visuals could have been included to help readers understand the Cherry Mine disaster?

- **10 minutes of vocab on Sadlier. Once activities are completed, you may go on Quizlet or play vocab games on Sadlier.**
- **30 minutes of independent reading. Make sure you record it on your reading log!**

Directions: Write your answer to **ONE** of the questions below in a well-organized response in the box. Use the RACE or ICE method to respond to each question. Then answer the multiple choice questions in Google Classroom.

Days 5/6: Aftershocks (Fiction)

[Aftershocks text](#)

Compare and contrast how Katie, her mom, and her dad cope with the disaster. Use text evidence to support your ideas.

How does Katie change over the course of the story? Support your answer with text evidence.

- **10 minutes of vocab on Sadlier. Once activities are completed, you may go on Quizlet or play vocab games on Sadlier.**
- **30 minutes of independent reading. Make sure you record it on your reading log!**

Directions: Write your answer to **ONE** of the questions below in a well-organized response in the box. Use the RACE or ICE method to respond to each question. Then answer the multiple choice questions in Google Classroom.

Days 7/8: *The Good Deed* (Fiction)

[The Good Deed text](#)

George Saunders writes that he regrets the moments of his life that were “failures of kindness.” What was Heather’s failure of kindness? Use text evidence to support your answer.

A good deed is an act that benefits someone else— but people often reap personal benefits from completing a good deed too. Did Heather’s good deed benefit her? Explain.

- **10 minutes of vocab on Sadlier. Once activities are completed, you may go on Quizlet or play vocab games on Sadlier.**
- **30 minutes of independent reading. Make sure you record it on your reading log!**

Directions: Write your answer to **ONE** of the questions below in a well-organized response in the box. Use the RACE or ICE method to respond to each question. Then answer the multiple choice questions in Google Classroom.

Days 9/10: *The Curse of King Tut* (Drama)

[The Curse of King Tut text](#)

Which character from the play shares Kristin Lewis’s opinion that “curses are malarkey”? Support your answer with text evidence.

How does author Spencer Kayden utilize snakes throughout the play? Support your answer with text evidence.

- **10 minutes of vocab on Sadlier. Once activities are completed, you may go on Quizlet or play vocab games on Sadlier.**
- **30 minutes of independent reading. Make sure you record it on your reading log!**

Math- 40 minutes

7th Grade Mathematics - Financial Literacy Unit - WEEK #1

Day 1 - Learning Tasks

IXL Skillbuilder Practice (20 minutes)

- Integers - C.9, C.17, C.20

Credit

- NewsELA Article - [What is Credit?](#)
- Google Form Quiz [What is Credit - NewsELA QUIZ](#)

Day 2 - Learning Tasks

IXL Skillbuilder Practice (20 minutes)

- Rational Numbers- H.5, H.10, H.15

Types of Credit

- Video - [Types of Credit](#)
- Article - [What is Credit?](#)
- [Types of Credit - Google Doc Discussion Questions](#)

Day 3 - Learning Tasks

IXL Skillbuilder Practice (20 minutes)

- Expressions- R.5, R.11, R.14

Comparing and Contrasting Debit and Credit

- Video - [Debit vs. Credit: 2 Very Different Cards](#)
- Article - [Credit vs. Debit](#)
- [Comparing and Contrasting Debit and Credit - Google Doc Discussion Questions](#)

Day 4 - Learning Tasks

IXL Skillbuilder Practice (20 minutes)

- Equations- S.4, S.6, S.8

Credit Cards

- ❑ Video - [The Math of Credit Cards](#)
- ❑ [The Math of Credit Cards - Google Doc Discussion Questions](#)

Day 5 - Learning Tasks

IXL Skillbuilder Practice (20 minutes)

- Inequalities- T.3, T.5, T.7

Simple Interest

- ❑ Video - [Simple Interest](#)
- ❑ [Simple Interest - Google Doc Word Problems](#)

Science- 40 minutes

Infectious Disease Unit (2 weeks)

1. BrainPop- Coronavirus (Day 1-2)
 - complete Explain It worksheet after watching video
 - complete Fears vs. Facts graphic organizer
2. Read NewsELA article- "You're Most Urgent Questions about Coronavirus"
 - complete writing prompt and 4 question quiz
3. Gizmo-Disease Spread (Day 3-5)
 - complete student exploration sheet

4. Read NewsELA article- "Tracking the Spread of Deadly New Coronavirus" (Day 6)
-complete writing prompt and 4 question quiz

5. Tracing and Influenza Infected Passenger on an International Flight (Day 7-8)
-lab activity

6. Research and create a presentation about preventing communicable diseases (Day 9-10)
-research and presentation

Social Studies- 40 minutes

7th Grade Social Studies Home Instruction

Chapter 7: Launching the Nation



Chapter 7 Goals:

- Analyze the impact of George Washington as a general of the American Revolutionary forces and as the first president of the United States.
- Evaluate the extent to which the leadership and decisions of the early administrations of the national government met the goals established in the Preamble of the Constitution.
- Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government
- Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

Home Instruction Calendar

Chapter 7: Launching the Nation
Sections 2,3,4



Overall Calendar

- Day 1: Chapter 7 Section 2- II. Jefferson Opposes Hamilton, III. A National Bank
- Day 2: Chapter 7 Section 3- I. Remaining Neutral
- Day 3: Chapter 7 Section 3- II. Conflict in the Northwest Territory
- Day 4: Chapter 7 Section 3- III. The Whiskey Rebellion
- Day 5: Current Events
- Day 6: Chapter 7 Section 3- IV. Washington Says Farewell
- Day 7: Chapter 7 Section 4- I. The Election of 1796
- Day 8: Chapter 7 Section 4- II. President Adams and the XYZ Affair
- Day 9: Chapter 7 Section 4- III. The Alien and Sedition Acts
- Day 10: Current Events

Daily Instructions



Day 1:

Step 1: Please read the following in your text:

- Chapter 7: Section 2- II. Jefferson Opposes Hamilton (pages 240-241)
- Chapter 7: Section 2- III. A National Bank (Pages 241-242)

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

Step 3: Please complete the Chapter 7 Section 2 Review.



Day 2:

Step 1: Please read the following in your text:

- Chapter 7: Section 3- I. Remaining Neutral (pages 243-246)

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



Day 3:

Step 1: Please read the following in your text:

- Chapter 7: Section 3- II. Conflict in the Northwest Territory (pages 246-247)

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



Day 4:

Step 1: Please read the following in your text:

- Chapter 7: Section 3- III. The Whiskey Rebellion (page 247)

Step 2: 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:

- Chapter 7: Section 3- IV. Washington Says Farewell (pages 249-250)

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

Step 3: Please complete the Chapter 7 Section 3 Review



Day 7:

Step 1: Please read the following in your text:

- Chapter 7: Section 4- I. The Election of 1796 (pages 250-251)

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



Day 8:

Step 1: Please read the following in your text:

- Chapter 7: Section 4- II. President Adams and the XYZ Affair (pages 251-252)

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



Day 9:

Step 1: Please read the following in your text:

- Chapter 7: Section 4- III. The Alien and Sedition Acts (page 253)

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

Step 4: Please complete the Chapter 7 Section 4 Review



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:

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 7 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- 30 minutes

How to Draw a Face

Click links and practice new techniques to draw a face. Each lesson progresses. Turn into google classroom all pieces of artwork.

<https://youtu.be/AbbuGfYS1Ls>

<https://youtu.be/e0Jk1UZj8mE>

https://youtu.be/Tw3B_vv7qn0

Photography Let's get outside!

Take a photo of the following. Remember to take many photos of the same thing. Try different angles. (from above, down below, on an angle) Spend your time thinking what will create the best image for each assignment.

Create a drawing, painting, watercolor painting, marker, or pastel piece of artwork of your photos. Turn into google classroom all photos and piece of artwork.

- Sunset
- Sunrise
- Your backyard or front yard
- Your favorite place

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.