Greetings Gwynn Park Families,

Due to the scheduled school closures due to COVID-19, from March 16th-March 27th, Gwynn Park MS has administered the following assignments for students for the next two weeks. Teachers have uploaded assignments and details to their respective google classrooms, as well as distributed hard copies for those students without internet access at home. In addition, this information will also be available via our school website at https://www.pgcps.org/gwynnparkms/ under the academics section. If you have any specific questions please email the respective teachers for each content. Please see the detailed list of assignments below:

6th Grade

- **Israel- Grade 6 Reading/English Language Arts**

  **Student Directions:** Use this calendar to pace out daily practice in Reading/English Language Arts. Track your progress by check marking each activity as it is completed. Activities may be completed on your textbook pages, in a notebook/journal, through the online textbook, or your teacher’s Google Classroom. Please refer to any specific directions given by your RELA teacher.

  **Student’s Daily Reading Responsibilities:** In addition to the tasks on the calendar, you should continue the practice of daily reading and writing. Select any combination of the following options for 30 minutes of daily reading:
  - Read a novel, magazine, book, or other print text of your choice.
  - Read an online text, consider other selections from your textbook or topics of interest to you.
  - Access and read an e-book or listen to an audiobook.
Resources: The page references in this calendar refer to the Grade 6 Pearson MyPerspectives Paperback Student Textbook Unit 5 pp. 400-495. As an alternative, a PDF copy of the textbook pages is available here or at www.tinyurl.com/textpages. The resources are also available in the student edition of the online textbook which is accessible through Clever by selecting the Pearson Easy Bridge icon. Access Note: Some of the dates on the calendar contain options for completion of paper-based OR online activities. Both options provide students with similar opportunities to practice grade-appropriate reading, writing, and language skills.

Additional Resource Directions:
- PGCPS Online Library- Destiny at https://destiny.pgcps.org
- Prince George’s County Memorial Library System
  - Visit the Prince George’s County Memorial Library System website at pgcmls.info or download the PGCMLS app. To sign-in, students must add their 9-digit student identification number to PGCPS and use the last four digits of their identification number as the PIN. For example, username: PGCPS100100100 PIN: 0100

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- **Williams**-Week of 3/16 - 3/20
  1. **Science Workbooks: Lesson 1 Rocks**: How do the three main types of rocks form? Read and answer the questions on pages 1-4.
  2. **Science Workbooks: Chapter 1 Lesson 1: Rocks and the Rock Cycle**
     Read pages 5-8 and answer all the questions on those pages. Remember to use highlighters to help with answering the questions.
  3. **Be sure to complete the Foldable on the top of page 7**. You will use a sheet of paper to make a horizontal half-book to illustrate and explain the rock cycle.
Week of 3/23 - 3/27

1. **Science Workbooks: Lesson 2 Igneous Rocks:** Read and answer the questions on pages 9-10.

2. **Science Workbooks: Chapter 1 Lesson 2 : Igneous Rocks:** Read pages 11-14 and answer all the questions on those pages. Remember to use highlighters to help with answering the questions.

3. **Be sure to complete the Foldable on the top of page 12.** You will use a sheet of paper to make a horizontal two-tab book. Collect information on extrusive and intrusive igneous rocks.

- **Robinson:** Students have several workbook pages for math assignments they will be due when the students return to school, as well as the project that was originally due on the 16th. The worksheets have also been uploaded to Ms.Robinsons website [https://sites.google.com/pgcps.org/msrobinsonsmathhub/quarter-3-unit-3/homework](https://sites.google.com/pgcps.org/msrobinsonsmathhub/quarter-3-unit-3/homework). As a reminder, Khan Academy and Mobius Math are helpful websites that allow students to practice and review skills. The following sections should complete the following pages:

  Accelerated 1 : 6,10, 34, 62, 66, 70, 74, 78, 90, 94, 102, 105-106, 126, 129-130, 210, 278, 283, 294, 298

  Math 6: 1, 6,10, 18, 22, 34, 46, 62, 66, 70, 74, 78, 90, 94, 102, 105-106, 126, 129-130, 210

- **Armstrong:** Student packet given to students, packets will also be uploaded to school website.

- **Moore/Lomax:**

**RELA- Grade 6 Reading/English Language Arts**

**Student Directions:** Use this calendar to pace out daily practice in Reading/English Language Arts. Track your progress by check marking each activity as it is completed. Activities may be completed on your textbook pages, in a notebook/journal, through the online textbook, or your teacher's Google Classroom. Please refer to any specific directions given by your RELA teacher.

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- Read a novel, magazine, book, or other print text of your choice.
- Read an online text, consider other selections from your textbook or topics of interest to you.
- Access and read an e-book or listen to an audiobook.

**Resources:** The page references in this calendar refer to the Grade 6 Pearson MyPerspectives Paperback Student Textbook Unit 5 pp. 400-495. As an alternative, a PDF copy of the textbook pages is available here or at [www.tinyurl.com/textpages](http://www.tinyurl.com/textpages). The resources are also available in the student edition of the online textbook which is accessible through Clever by selecting the Pearson Easy Bridge icon. **Access Note:** Some of the dates on the calendar contain options for completion of paper-based OR online activities. Both
options provide students with similar opportunities to practice grade-appropriate reading, writing, and language skills.

Additional Resource Directions:
- PGCPS Online Library- Destiny at https://destiny.pgcps.org
- Prince George’s County Memorial Library System
  - Visit the Prince George’s County Memorial Library System website at pgcmls.info or download the PGCMLS app. To sign-in, students must add their 9-digit student identification number to PGCPS and use the last four digits of their identification number as the PIN. For example, username: PGCPS100100100       PIN: 0100

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Day 6
- Complete p. 425
- ❑ Analyze Craft and Structure-Autobiographical Writing
- ❑ 30 minutes of reading

Day 7
- Complete p. 426
- ❑ Concept Vocabulary
- ❑ Word Study
- ❑ 30 minutes of reading

Day 8
- Complete p. 427
- ❑ Author’s Style-Word Choice and Mood
- ❑ 30 minutes of reading

Day 9
- Complete p. 428
- ❑ Writing to Sources-Argument
- ❑ 30 minutes of reading

Day 10
- Complete p. 429
- ❑ Speaking and Listening (independent or with virtual partner via Google Docs)
- ❑ 30 minutes of reading

Social Studies- WORLD CULTURES & GEOGRAPHY

Unit on: Economics & Politics

SOUTH AMERICAN COUNTRY ECONOMY PROJECT

INSTRUCTIONS AND RUBRIC

Project is worth 60 points

INSTRUCTIONS
1. Choose a country in South America. You may use the Internet to do a Google search about your country on your phone or other electronic device. Or, you may choose to use a book, magazine or other resource you have that has information about your country.

2. **NEATLY** write down information about the country on loose leaf paper or plain copy paper:
   1. Name of the country and when it was established **(5 points)**
   2. Climate of the country **(5 points)**
   3. Population (how many people currently live there) **(10 points)**
   4. Politics (how is the country governed and who is the President or Prime Minister) **(10 points)**
   5. Culture (what types of things do the people do as a culture, including what language is spoken, what traditions they have, holidays they celebrate, clothing they wear, etc). **(10 points)**
   6. Economy (how does the country make money) **(10 points)**
   7. Current Information (what is going on with the country NOW) **(10 points)**

3. Make a POSTER (or a collection of plain white paper that can be combined to make a booklet if you can’t get access to poster board) with all the categories (1-7) clearly labeled above. Fill in the information for each category and add drawn pictures or printed pictures from the Internet. Make sure your handwriting is **NEAT** if you are writing the information; you can **TYPE** the information if you prefer to do so.

- **Jackson/Ashby** -

  Math- Students have several workbook pages for math assignments they will be due when the students return to school, as well as the project that was originally due on the 16th. The worksheets have also been uploaded to Ms.Robinsons website (https://sites.google.com/pgcps.org/msrobinsonsmathhub/quarter-3-unit-3/homework). As a reminder, Khan Academy and Mobius Math are helpful websites that allow students to practice and review skills. The following sections should complete the following pages:

  Math 6: 1, 6,10, 18, 22, 34, 46, 62, 66, 70, 74, 78, 90, 94,102,105-106,126,129-130, 210

- **Science- Week of 3/16 - 3/20**

  1. **Science Workbooks: Lesson 1 Rocks**: How do the three main types of rocks form? Read and answer the questions on pages 1-4.
  2. **Science Workbooks: Chapter 1 Lesson 1: Rocks and the Rock Cycle**
Read pages 5-8 and answer all the questions on those pages. Remember to use highlighters to help with answering the questions.

3** Be sure to complete the Foldable on the top of page 7. You will use a sheet of paper to make a horizontal half-book to illustrate and explain the rock cycle.

**Week of 3/23 - 3/27**

1. **Science Workbooks: Lesson 2 Igneous Rocks**: Read and answer the questions on pages 9-10.

2. **Science Workbooks: Chapter 1 Lesson 2: Igneous Rocks**: Read pages 11-14 and answer all the questions on those pages. Remember to use highlighters to help with answering the questions.

3.** Be sure to complete the Foldable on the top of page 12. You will use a sheet of paper to make a horizontal two-tab book. Collect information on extrusive and intrusive igneous rocks.

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**7th Grade**

- **White/Powell- Student Directions**: Use this calendar to pace out daily practice in Reading/English Language Arts. Track your progress by check marking each activity as it is completed. Activities may be completed on your textbook pages, in a notebook/journal, through the online textbook, or your teacher's Google Classroom. Please refer to any specific directions given by your RELA teacher.

**Student's Daily Reading Responsibilities**: In addition to the tasks on the calendar, you should continue the practice of daily reading and writing. Select any combination of the following options for 30 minutes of daily reading:
  - Read a novel, magazine, book, or other print text of your choice.
  - Read an online text, consider other selections from your textbook or topics of interest to you.
  - Access and read an e-book and or listen to an audiobook.

**Resources**: The page references in this calendar refer to the Grade 7 Pearson MyPerspectives Paperback Student Textbook Unit 3 pp. 224-351. As an alternative, a PDF copy of the textbook pages is available here or at www.tinyurl.com/textpages. The resources are also available in the student edition of the online textbook which is accessible through Clever by selecting the Pearson Easy Bridge icon. **Access Note**: *Some of the dates on the calendar contain options for completion of paper-based OR online activities. Both options provide students with similar opportunities to practice grade-appropriate reading, writing, and language skills.*

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<td>❐ Concept Vocabulary</td>
<td>❐ Convention-Subject/Verb Agreement</td>
<td>❐ Concept Vocabulary</td>
<td>❐ Close Read</td>
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<td>❐ Word Study</td>
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- **Watkis/Rodriguez** - Student packets, packets have been emailed and hard copies were given to students. The packet will also be uploaded to the GPMS website on Monday, March 16th.

- **McFadden/Dallas** - Grade 7 Science Spring Break Enrichment Packet as well as Chapters 1-3 out of the Interactive Workbooks on "Plant Diversity". The entire Science Department will send home Interactive Workbooks. The textbook is embedded within the workbook. The students with access to the internet can also access the textbook and work-book through CLEVER via PGCPS website. Students will be taking workbooks home today, for the students who do not have the workbooks, we have printed out the workbook pages for them and have sent out emails for the PDF copies. For Ms. Dallas' classes, science spring break packets via BB messenger to the parents.

**Week 1**

Week 2


- **Blue**-Students will be provided with work for the next two weeks. I have sent home a packet of four worksheets:
  1. Explore the Forbidden City
  2. Analyze Political Propaganda
  3. Barter on the Silk Road
  4. The Han Dynasty

  Please be on the look out when your student comes home today for this packet. This will also be uploaded to google classroom if students happen to misplace them, and also for the students that are not here today. The worksheets are also attached to the email sent by Ms.Blue.

- **Benko**-Ms.Benko's social studies sections have been provided with work that must be completed over the break. A hardcopy packet of the assignments have been sent home to students who do not have access to online resources. All other students with regular access to google classroom have the assignments already posted and ready to be completed along with instructions on how to access the online textbook. There will be a project on the silk road, a guided note-taking worksheet, a document analysis sheet, vocabulary practice and a chapter review. The classes are almost finished with their chapter on China and these assignments will wrap up the concluding lessons.

8th Grade
Student Directions: Use this calendar to pace out daily practice in Reading/English Language Arts. Track your progress by check marking each activity as it is completed. Activities may be completed on your textbook pages, in a notebook/journal, through the online textbook, or your teacher’s Google Classroom. Please refer to any specific directions given by your RELA teacher.

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<td>❏ Close Read</td>
<td>❏ Analyze Craft</td>
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<td>❏ Analyze the Text</td>
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<td>❏ Read and annotate</td>
<td>❏ Evidence Log</td>
<td>❏ Comprehension Check</td>
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<td>❏ Writing to Sources-Critical Review</td>
<td>❏ Concept Vocabulary</td>
<td>❏ Close Read</td>
<td>❏ Analyze Craft</td>
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<td>❏ Word Study</td>
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● **Gatling** - Mrs. Gatling’s 8th Grade RELA Class
  Week 1: a) Review Parts of a Strong Argument Using Soda Ban Texts  
  b) Read Articles of the Week and Complete the Articles of the Week  
  Response Graphic Organizer  
  Week 2: a) Finalize graphic novel for Book Club Project  
  Any parent or student with questions can reach me by email at stacy.gatling@pgcps.org.  

(All students have either have Google classroom or a working email to receive all assignments.)

● **Smith** - Students will be responsible for completing Delta Math assignments. Students who do not have internet access will receive alternative assignments from Mr. Smith.

● **Jones** - Students are responsible for completing delta math problems. To create an account go to www.deltamath.com and select the student option on create an account. Once they log in, my teacher code is 363827. They will finish the next log-in screen with their information, class section and be in the system. They’ll see I’ve made a review assignment for them (titled Functions Review - Section 85, 86, 87, 88) that begins tomorrow, March 14th at 7 a.m. and is due by Friday, March 20th at 9 p.m. In addition, students will also receive a Function Project. This project will replace the “3” reset days, and will be graded as an assessment project. This project will take place of any current missing assignments that the students currently have. This project is due Monday, March 30th, 2020. Please see the details for the project below:  
Students will need a standard 22 x 28 poster board and their parents will grade it using the rubric and put the grades on the back of the poster. Teachers can check all the work when the students return. The due date (at the moment) is Wednesday, April 1st. It is pretty self-explanatory but I can answer any follow-up questions. Please have students review the two pictures of the excellent models they can follow.

**The 2020 GETS TWO –WEEK Project**

*(Coronavirus will not stop us from learning!)*

The objective of the project is to demonstrate the connection between various forms of a linear scenario – as a graph, an equation, a table and verbally as a word problem. The project should show how each
Assignment:

Design a math word problem that illustrates a comparison of two linear scenarios. Show how the problem can be displayed three other ways.

Using the following concepts, outline what needs to be known to move from one section to another. Ex. what do you need to look for when moving from a graph to an equation (G -> E) or from an equation to a table (E -> T). Present four considerations clearly on each ½ size sheet.

<table>
<thead>
<tr>
<th>Graph to Equation</th>
<th>Equation to Table</th>
<th>Table to Scenario</th>
<th>Scenario to Graph</th>
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<tbody>
<tr>
<td>Rise/run = Slope</td>
<td>Input/output</td>
<td>CoP/Unit Rate/Slope</td>
<td>Vertical Line Test</td>
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<td>X and Y Intercepts</td>
<td>Domain/range</td>
<td>+/- Relationships</td>
<td>Similar Triangles</td>
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<td>Point-Slope Form</td>
<td>Standard Form</td>
<td>Unrealistic Data</td>
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</tbody>
</table>

The half page segments inside the arrows is where you communicate your understanding of how the parts connect. Using the chart above for appropriate vocabulary and clear language, explain how graphs connect to equations, how equations connect to tables, how tables connect to scenarios and how scenarios connect to graph. Refer often to the scenario you created as you guide an observer through all four parts of design. Use the pictures provided as examples of what excellent work should look like. Remember, your scenario must have two parts to it that will make two equations, two tables and one graph with both situations displayed. Show your equations in slope-intercept (SI) and standard form (SF). Use similar triangles to demonstrate the slopes on your graphs.
<table>
<thead>
<tr>
<th>Front = 90 points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear Title on 22x28 posterboard</td>
<td>Clearly printed and attached on top</td>
</tr>
<tr>
<td>ID 3x5 Card (or similar)</td>
<td>Name/Date/Section is mandatory for grading</td>
</tr>
<tr>
<td>GETS Documents</td>
<td>Two Graphs (same grid, clear triangles)</td>
</tr>
<tr>
<td>✔ Neat and clear</td>
<td>Two Equations (SI &amp; SF for both)</td>
</tr>
<tr>
<td>✔ Labeled</td>
<td>Two Tables (show both intercepts)</td>
</tr>
<tr>
<td>✔ 8½ x 11 landscape</td>
<td>One Comparison Scenario</td>
</tr>
<tr>
<td></td>
<td>*label/highlight relevant parts</td>
</tr>
<tr>
<td>Connections — use your concepts and vocabulary to clearly explain how parts connect together in your GETS scenario</td>
<td>Print a connection describing three ways each part relates to another part of the GETS model (no larger than half a sheet each)</td>
</tr>
<tr>
<td>Labels &amp; Arrows (<strong>nothing dangling loosely)</strong></td>
<td>Make the work visually appealing and clear, unseen tape/glue works better than staples</td>
</tr>
<tr>
<td>Pictures/Artwork</td>
<td>Pictures/artwork representing the scenario will add to the visual appeal</td>
</tr>
<tr>
<td>Back = 10 points</td>
<td></td>
</tr>
<tr>
<td>Parent Graded Rubric <em>(this sheet)</em></td>
<td>Scored and signed by parent</td>
</tr>
<tr>
<td>Signed Parent Statement <em>(in writing)</em></td>
<td>o My child explained to me how this connects to graphing and math</td>
</tr>
<tr>
<td></td>
<td>o My child did all of the work in a timely manner and without assistance</td>
</tr>
<tr>
<td></td>
<td>o I have reviewed the final product and it meets my approval</td>
</tr>
<tr>
<td>Everything Typed Bonus</td>
<td>10 points</td>
</tr>
<tr>
<td>Late penalty = -10 points/day</td>
<td>2 day max (Thurs/Fri)</td>
</tr>
<tr>
<td>Total Grade</td>
<td>Project is due on Wednesday, April 1, 2020</td>
</tr>
</tbody>
</table>
- **Woods/Teixeria:** All assignments for the next two weeks will be posted on Google Classroom. Assignments will be staggered to be assigned on Mondays, Wednesdays, and Fridays. Students that do not have google classroom have provided email addresses so that we can send them the work on the same schedule. Students with neither will be provided with a workbook/packet.

- **Reddick/Williams:** Dear Students,

Listed below are the assignments that you will held be accountable for upon your return to school. This is the opportunity to improve upon your grade as the lessons are self-paced and apart of the 8th grade curriculum. Some of the assignments are review materials for the MISA exam. Please be ready to submit the assignments upon teacher request. There will not be an opportunity to make-up any assignments and the late work will not be accepted. Hopefully you will take this time to self-reflect on how to be the BEST YOU.

Safety is our number 1 concern but Learning is our Priority.

**Assignments**

**CLIMATE- CHAPTER 6 (textbook pages 209-236) WORKBOOK PAGES-163-191**
- Complete pages 164 - 166 &171 (use wk. bk. Pages 167-170)
- Complete pages 172-174 (use wk. bk. Pages 176-181)

**Chapter 14-Mixtures, Solubility, and Acid/Base Solutions (textbook 377-404)**
- Complete pages 378-379 &384 (use wk. bk. Pages 380-383)
- Complete 385-387, 391&394 (use wk.bk. pages 388 -393)
- Complete 395-395&403 (use wk.bk pages 398-402)

**SPRING SCIENCE ENRICHMENT PACKET**
- The packet is located on PGCPS page
- Go to student resources
- Spring Enrichment packets
- Science 8

**MISA Review Boards (Write all answers in your journal)**
- Located in Clever
- Discovery Education

***Three Day Forecast is a project and will be used as an assessment grade.***

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**Creative Arts**
Health-

6th grade
Celebrity/Family Member Drug Prevention letter or poem
Substance https://www.youtube.com/watch?v=c650yL4X7Wk&t=37s
An Addiction Poem https://www.youtube.com/watch?v=Fl1E1fVDt1s
Drug Education https://www.youtube.com/watch?v=gP-hx9qPZiU&t=132s
The Addiction Cycle https://www.youtube.com/watch?v=YxFgoZCInbE&t=93s

7th grade
School Drug Prevention Program
Substance https://www.youtube.com/watch?v=c650yL4X7Wk&t=37s
D.A.R.E. https://dare.org/
Courage to Speak https://couragetospeak.org/
Drug use prevention https://www.youtube.com/watch?v=LunoLU3XFkC

8th grade
Drug Prevention and Rehabilitation Program
http://www.nopetaskforce.org/about.php
Links above
All grade levels have been given the often for extra credit assignments as well that have been posted. Examples of all projects have been posted as well

Spanish-Spanish Intro Project
(El Proyecto de Español Intro)

¡Hola a Todos!

Here is the breakdown of the Spanish Project for the FOTONARIO DE LAS COSAS EN LA CLASE (Pictionary of Things in the Class):
1. The “Fotonario” has to be in the form of a booklet.
   ● Simply get about 8 sheets of blank paper or construction paper and fold in the middle to create a booklet.
2. The cover of the “Fotonario” must have the title of the project and your heading. Remember the date must be written in Spanish.
3. The next 15 pages must have the following on each page:
   ● At the top, the word “Masculino” or “Femenina”. (note: words are in Spanish)
4. Here is the Pictionary Rubric: **Rúbrico del Fotonario:**

**Title Page: (Total 25 puntos)**
- El Fotonario de las cosas en la clase (+10 puntos)
- Name of the student (+5 puntos)
- Fecha (en espanol) (+5 puntos)
- Hora (mod) (+5 puntos)

**15 Masculino o Femenino (+15 puntos)**

**15 Pictures (+15 puntos)**

**15 Lables of items at the bottom (+15 puntos)**

**Colorful / Creative (+10 puntos)**

**Neat (+10 puntos)**

**Y / N On time (+10 puntos) (-20 pts off each class late)**

**TOTAL: 100 PUNTOS**

**Chorus:** Student assignments available via google classroom. Google Classroom code is cm6713. The students have a listening and singing assignment there also. The music sheet will be uploaded to the school website, Monday, March 16th.

**Orchestra:** During this extended break from March 16th through March 27th, you must practice all of the following music examples:
- Clog Dance
- Flow Gently, Sweet Afton
- Two Modal Sketches
- Solo & Ensemble Music
- MS Honor Orchestra Audition Music (7th & 8th Grades Only)
- Previous concert music you have

You will then perform a concert for the family you live with at the end of the extended break. The concert must have a minimum of 3 songs. You must create a Typed OR Handwritten program that tells your audience what music you will perform for them in the order you will perform it. Every member of your audience
(the family you live with) that is in attendance must sign one of the programs you create and you will turn that in to me when you return to school.

ALTERNATIVE: If you choose to not perform this concert in front of your family, you can submit a recording of you playing your concert to me on Google Classroom. The link to submit will be available March 25th.

If you do not complete either version of this assignment, you will be expected to complete a playing test assignment in class upon your return to school.

EXTRA HELP: I have activated all of the Google Classroom boards for each class so if you have any issues you may submit a question to me about how to perform a selection of music or a rhythm and I will respond to you.

Google Classroom Codes (if you are not already linked):
Orchestra: 6iqn23h

Band: During this extended break from March 16th through March 27th, you must practice all of the following music examples:
- Union March
- Celtic Air and Dance
- Harbinger
- The Victors (6th Grade Only)
- MS Honor Band Audition Music (7th & 8th Grades Only)
- Previous concert music you have

You will then perform a concert for the family you live with at the end of the extended break. The concert must have a minimum of 3 songs. You must create a Typed OR Handwritten program that tells your audience what music you will perform for them in the order you will perform it. Every member of your audience (the family you live with) that is in attendance must sign one of the programs you create and you will turn that in to me when you return to school.

ALTERNATIVE: If you choose to not perform this concert in front of your family, you can submit a recording of you playing your concert to me on Google Classroom. The link to submit will be available March 25th.

If you do not complete either version of this assignment, you will be expected to complete a playing test assignment in class upon your return to school.
EXTRA HELP: I have activated all of the Google Classroom boards for each class so if you have any issues you may submit a question to me about how to perform a selection of music or a rhythm and I will respond to you.

Google Classroom Codes (if you are not already linked):
6th Grade Band: o67bpsa
7th Grade Band: he5att4
8th Grade Band: c5wyqdu

PE- Students must complete 5 days of the calendar between March 16-March 27th. They may select any 5 days and complete the activity as well as our daily class physical activity warm-up. The warm-up is:
- 15 jumping jacks
- 10 opposite arm & leg kicks
- 30 sec high knees/30 sec rear end kicks
- 20 second hold hamstring stretch (arms up ; bend over)
- 10 second 6 inch hold (3 times)
- 30 second plank hold
A list of the dates completed and parent signature will be required for credit.