Health Related School Closure Student Packet

Teacher Names: Ms. Delano tdelano@ppsstaff.org, Ms. Minadeo gminadeo@ppsstaff.org, Ms. Collazo ecollazo@ppsstaff.org, Mr. Bashkanji rbashkanji@ppsstaff.org, Ms. Simoneau csimoneau@ppsstaff.org, Ms. Toor stoor@ppsstaff.org, Ms. Chapman jchapman@ppsstaff.org, Ms. Salti dsalti@ppsstaff.org and Ms. Lima arlima@ppsstaff.org

Grade Level: 6th

Course: Social Studies, Math, Science, Health, English Language Arts

School: School #9

Phase/Days: Phase 4, Days 31-40, May 6th-May 19th

Student Name:

Directions to the student:

● Attached is Phase 4 School Closure schoolwork for Social Studies, Math, Science, Health, and English Language Arts
● Students should DAILY login to each teacher’s individual Google Classroom page for daily updates, additional detailed directions, and assignment due dates
● Additional questions or concerns should be directed to individual teachers via Google Classroom or email
Social Studies Ms. Delano

Phase 4 - Social Studies Greek Mythology -- Days 31-40 from May 6th-May 19th
ALL material will be posted on Google Classroom and projects can be submitted to:
1. Ms. Delano’s Social Studies Google Classroom
2. Email to Ms. Delano at tdelano@ppsstaff.org

Phase 4 Social Studies project will be broken into two parts: Part ONE-Greek Olympian God/Goddess and Part TWO-Greek Monsters/Creatures/Giants and Hero/Heroines

In addition to your Social Studies textbook Greek Mythology & Literature and ELA Literature book Medusa’s Head page 572-585 please use the following websites during your research:
- www.greekmythology.com
- www.greekgodsandgoddesses.net
- www.theoi.com
- www.greece.mrdonn.org
- www.ancientgreece.co.uk

Part ONE (Week ONE May 6th-May 12th)-Greek Olympian Gods and Goddesses -- Total of FOUR to research
- Choose TWO Greek Olympian Gods and TWO Greek Olympian Goddesses to research
- Information can be displayed/presented as a: Google Slides, Google Doc or Notebook Paper and Drawing Paper (if you have at home)
  - If creating Google Slide or Google Doc feel free to include short video clips and as many visuals you can to bring your gods and goddesses alive! Be creative!
- Information to include for chosen Gods and Goddesses:
  - Name and Picture (or drawing to the best of your ability)
  - What is the god/goddess in charge of (war? the ocean?)
  - What special powers or weapons are associated with god/goddess?
  - Symbols associated with god/goddess (include picture/drawing of at least one of god/goddesses powers or symbols)
  - Briefly summarize one myth associated with each god/goddess you choose
  - Briefly explain what you especially like/dislike about each god/goddess
  - Include anything else you found important, interesting, or cool about chosen gods/goddesses!

Part TWO (Week TWO May 13th-May 19th)-Greek Monster/Creature and Hero/Heroine-- Total of FOUR to research
- Choose TWO Greek Monster/Creatures and TWO Greek Heroes or Heroines to research
  - Monsters and Creatures can also include: Giants, Beasts, Nymphs
- Information can be displayed/presented as a: Google Slides, Google Doc or Notebook Paper and Drawing Paper (if you have at home)
  - If creating Google Slide or Google Doc feel free to include short video clips and as many visuals you can to bring your gods and goddesses alive! Be creative!
- Information to include for chosen Monster/Creature and Hero/Heroine:
  - Include same information you included for Part ONE Gods and Goddesses
# Social Studies Phase 4 Greek Mythology Rubric

## Phase 4 - Social Studies Greek Mythology Project — Days 31-40 from May 6th-May 19th

Greek Olympian Gods/Goddesses AND Greek Monster/Creature and Heroes/Heroines
Same rubric used for Part ONE and Part TWO

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1-0 Points</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Greek God/Goddess, Creature/Monster, Hero/Heroine</td>
<td>Excellent job completing requirements under &quot;information to include&quot;</td>
<td>Good job completing requirements under &quot;information to include&quot;</td>
<td>Fair job completing requirements under &quot;information to include&quot;</td>
<td>Poor job completing requirements under &quot;information to include&quot;</td>
<td>bullet point</td>
</tr>
<tr>
<td>2nd Greek God/Goddess, Creature/Monster, Hero/Heroine</td>
<td>Excellent job completing requirements under &quot;information to include&quot;</td>
<td>Good job completing requirements under &quot;information to include&quot;</td>
<td>Fair job completing requirements under &quot;information to include&quot;</td>
<td>Poor job completing requirements under &quot;information to include&quot;</td>
<td>bullet point</td>
</tr>
<tr>
<td>3rd Greek God/Goddess, Creature/Monster, Hero/Heroine</td>
<td>Excellent job completing requirements under &quot;information to include&quot;</td>
<td>Good job completing requirements under &quot;information to include&quot;</td>
<td>Fair job completing requirements under &quot;information to include&quot;</td>
<td>Poor job completing requirements under &quot;information to include&quot;</td>
<td>bullet point</td>
</tr>
<tr>
<td>4th Greek God/Goddess, Creature/Monster, Hero/Heroine</td>
<td>Excellent job completing requirements under &quot;information to include&quot;</td>
<td>Good job completing requirements under &quot;information to include&quot;</td>
<td>Fair job completing requirements under &quot;information to include&quot;</td>
<td>Poor job completing requirements under &quot;information to include&quot;</td>
<td>bullet point</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project Presentation</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1-0 Points</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project is extremely neat &amp; pleasing to the eye</td>
<td>Project is neat and pleasing to the eye</td>
<td>Project is sloppy in places and not neatly done</td>
<td>Project very sloppy or is a complete mess</td>
<td>bullet point</td>
<td>bullet point</td>
</tr>
</tbody>
</table>

Total Points Available = 20

POINT TOTAL:
6th Grade Math – Ms. Minadeo, Mrs. Collazo, Mr. Bashkanji

Days 31-40 from May 6th-May 19th

Please check our Google Classroom daily for updates, detailed directions and assignment due dates! Work must be shown to receive credit!

ALEKS: 2 hours and 30 minutes due every Monday for a Grade on Infinite Campus

rbashkanji@ppsstaff.org

Day 31-May 6th: “Percent of a Number” Problem Solving Workbook page 352

Day 32- May 7th: “Ratios” Envision Workbook Vol 2 read and complete pages 257-261

Day 33 - May 8th: “Equivalent Ratios” Envision Workbook Vol 2 read and complete pages 263-266

Day 34 - May 11th: “Equivalent Ratios” Envision Workbook Vol 2 read and complete page 267

Day 35 - May 12th: “Data” Envision Workbook Vol 2 read and complete page 451

Day 36 - May 13th: Math Journal: 15 times tables 10 times each 1 x 15 to 15 x 15

Day 37 - May 14th: “Area of a Triangle” Envision Workbook Vol 2 read and complete pages 393- 396

Day 38 - May 15th: “Area of a Triangle” Envision Workbook Vol 2 read and complete page 397

Day 39 - May 18th: “Statistical Questions” Envision Workbook Vol 2 read and complete page 453-456

Day 40 - May 19th: “Statistical Questions” Envision Workbook Vol 2 read and complete page 457-458

****Mrs. Collazo’s students are to complete even problems only****

**** Quick Tables on ALEKS! Quick Tables will help you with your math skills!! This is an extra assignment and not part of your 2 hours and 30 minutes ****
Body Systems Research Project

In this project, you will create a tool to teach the class about a body system. You can create any teaching tool, such as a poster, Google Slideshow, Google Doc or any other teacher-approved creation. You should work independently.

The systems you can focus on are as follows:

- skeletal system
- muscular system
- nervous system
- digestive system
- circulatory system
- immune system
- excretory system
- respiratory system

Your project must include the following:

1. A visual representation of the body system.
   a. This can be a drawing or a picture from the internet.
   b. A description of the function of your system
2. A brief overview of how the system works
3. The organs which are involved in your system
   a. Include visual representations of each organ
   b. Include the function of each organ in the system
4. How the system interacts with at least one other body system
   a. EC if you describe how it interacts with more than 1 other body system
Part 1: Week 1
Dear Students,

We have been studying all about weather in our current Science chapter. Your have a choice to choose only one out of the four severe weather options to make an awareness poster on:

- Tornadoes
- Hurricanes
- Blizzards
- Heat Waves

I, _____________, have chosen to do my assignment on____________________.

What to include on your poster:

- A picture or drawing of the severe weather.
- What type of weather conditions are needed for your chosen type of severe weather to form?
- Where in the U.S. and when are these types of storms most common? Include a US map that shows the areas where your severe weather typically occurs.
- The dangers that your severe weather can cause
- How people can prepare. Give a list of actions or precautions people should take to avoid the dangers.
- Telephone numbers or other information that people would need in case of an emergency

Part 2: Week 2
Examine a specific instance of the severe weather that took place in history (Example: If you chose blizzard, you are going to look up a specific blizzard that happened in history.)

a. Name of the event (if it has one)

b. Date/location event occurred

c. Description of damage done to the area with map

d. What preparations did people do for the severe weather?

e. How did lack of preparations affect the people/communities?
## Science Phase 4 Severe Weather Rubrics

<table>
<thead>
<tr>
<th>CATEGORY Part 1: Week 1</th>
<th>Possible Points</th>
<th>Points Earned</th>
<th>CATEGORY Part 2: Week 2</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project done on Poster (+5pts if done on Google Doc or Google Slides)</td>
<td>10</td>
<td></td>
<td>Project done on Poster (+5pts if done on Google Doc or Google Slides)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Research:</strong></td>
<td></td>
<td></td>
<td><strong>Research:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type weather conditions needed in order to form</td>
<td>10</td>
<td></td>
<td>Name of famous example of severe weather</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Where in US most common with map</td>
<td>10</td>
<td></td>
<td>Where in US did example happen with map?</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>When it is most common?</td>
<td>10</td>
<td></td>
<td>When did example happen?</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Dangers the severe weather can cause</td>
<td>10</td>
<td></td>
<td>What damage was caused by example?</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>How people can prepare w/ list of actions/precautions</td>
<td>10</td>
<td></td>
<td>How did people prepare?</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Telephone #s &amp; information in case of emergency</td>
<td>10</td>
<td></td>
<td>How did lack of preparation affect people?</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**Presentation:**
- Project contained: correct spelling, colorful, complete | 10 |              | Project contained: correct spelling, colorful, complete | 10 |              |
- Neat & first/last name & class included | 10 |              | Neat & first/last name & class included | 10 |              |
- Good flow | 5 |              | Good flow | 5 |              |

**Completed Task:**
- Completed task by due date | 5 |              | Completed task by due date | 5 |              |

**Total Points**
- 100 |              | **Total Points** | 100 |              |
*CHECK GOOGLE CLASSROOM DAILY FOR ADDITIONAL INSTRUCTIONS, HELP, & TO PARTICIPATE IN THE ONLINE JOURNAL. GC ATTENDANCE IS TAKEN DAILY.

Day 31 (Wednesday – 5/6/20) – Literature Textbook:
- “All Summer in a Day” (pages 313 – 319). Watch on YouTube: https://www.youtube.com/watch?v=iz05RhA9Cyw&t=4s

Day 32 (Thursday – 5/7/20) – Literature Textbook:
- “The Fun They Had” (pages 205 – 208)
  ○ Read and take post-it notes to summarize beginning, middle & end.

Day 33 (Friday – 5/8/20) – Literature Textbook:
- “The Fun They Had” (pages 205 – 208)
  ○ Complete 50 BC form on a piece of paper or submit on GC.
  ○ *If done on a piece of paper, leave paper in your textbook. Do not hand in. Will be collected when we return to school.

Day 34 (Monday – 5/11/20) – Wordly Wise Lesson 14:
- Page 139-140, read the words and definitions
- Exercise 14E, Read the passage and circle the vocabulary words as you read. Log in to Google Classroom to get the definitions for the words and to see what needs to be highlighted and circled in the passage and questions.
- Complete 14E (Ms. Chapman’s students only do even numbers)

Day 35 (Tuesday – 5/12/20) – Wordly Wise Lesson 14:
- Re-read passage. Complete 14A. Log in to GC for online journal and discussion of 14A.

Day 36 (Wednesday – 5/13/20) – Wordly Wise Lesson 14:
- Re-read passage. Complete 14B. Log in to GC for online journal and discussion of 14B.

Day 37 (Thursday – 5/14/20) – Wordly Wise Lesson 14:
- Re-read passage. Complete 14C. Log in to GC for online journal and discussion of 14C.

Day 38 (Friday – 5/15/20) – Wordly Wise Lesson 14:
- Re-read the passage & complete WW 14D. Log in to GC for today's online journal and helpful hints for WW 14D.

Day 39 (Monday – 5/18/20) – Wordly Wise Lesson 15:
- Page 149-150, read the words and definitions
- Exercise 15E, Read the passage and circle the vocabulary words as you read. Login toGoogle Classroom to get the definitions for the words and to see what needs to be highlighted and circled in the passage and questions.
- Complete 15E (Ms. Chapman’s students only do even numbers)

Day 40 (Tuesday – 5/19/20) – Wordly Wise Lesson 15:
- Re-read the passage & complete WW 15A. Log in to GC for today’s online journal and discussion of WW 15A