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 5, Days 41-50, May 20th-June 3rd

**Student Name:**

**Directions to the student:**

- Attached is Phase 5 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 5 - Social Studies Athens and Sparta -- Days 41-50 from May 20th-June 3rd
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

Part ONE (Week ONE May 20th-May 27th)- Athens and Sparta Textbook Work
- Blue SS textbook pages 266-2/1 and Green SS textbook pages 292-297

Day 41 - May 20th: Athens and Sparta textbook set-up notebook (or complete Google Docs) complete Main/Big Ideas, Definitions, Taking Notes and Section Assessment

Day 42 - May 21st: Blue p266-268 & Green p292-294 Answer:
1. According to legend, who was responsible for the beginnings of the Spartan Social system?
2. What qualities did Spartans think were most important in a good soldier?
3. In a society organized such as Sparta was, why might women have more rights and responsibilities than in society organized as Athens was?
4. Write your opinion about the following statement: Sparta’s model of a military society is a model that countries should follow today.

Day 43 - May 22nd: Blue p268-269 & Green p294-295 Answer:
1. Analysis Skill - How do Plato’s and Lycurgus’s viewpoints reflect the educational ideals of Athens & Sparta?
2. Reading Check - Why did girls in Athens receive little education?
3. What were Athenian girls taught?
4. Evaluate - Considering only Athens and Sparta, in which city-state would you have rather lived? Explain.

Day 44 - May 25th: Section 2 Assessment
- Critical Thinking - Compare & Contrast: Create a venn diagram to highlight the similarities and differences of Sparta and Athens

Day 45 - May 27th:
- Think about physical and intellectual characteristics/traits that would have been admired in Sparta and Athens. -- Make a chart listing at least 4 admired characteristics/traits that would have been admired in Sparta and at least 4 that would have been admired in Athens

Part TWO (Week TWO May 28th-June 3rd)- Athens or Sparta Elementary Project
Project Task: Imagine you are a parent and your family is moving to either the city-state of Athens or Sparta. Before your family makes its final decision, your job is to research which city-state will offer your children the best education based on YOUR family’s goals and desires.
- You must research include what education would be like for boys and girls in Athens AND Sparta
- You can work alone or with ONE partner IF you are creating a Google Slides Presentation. If you work with a partner, your partner can be anyone in the 6th grade.
- In addition to your textbook please refer to the following websites to aid your research:
  - https://greece.mrdonn.org/education.html
  - https://www.ducksters.com/history/ancient_greece/sparta.php
• Present your information using either Google Slides or Notebook paper and include the following information for each school:

• Athens Elementary
  o Create and appropriate school slogan and mascot for Athens Elementary
  o Explain in detail at least THREE subjects boys will be taught (include at least one illustration/drawing/video for each subject)
  o Explain in detail at least THREE “subjects” of importance girls we be taught (include at least one illustration/drawing/video for each subject)

• Sparta Elementary
  o Create and appropriate school slogan and mascot for Sparta Elementary
  o Explain in detail at least THREE subjects boys will be taught (include at least one illustration/drawing/video for each subject)
  o Explain in detail at least THREE “subjects” of importance girls we be taught (include at least one illustration/drawing/video for each subject)

• Decision? - Summarize using specific details why your family has decided either Athens Elementary OR Sparta Elementary is the best educational fit for your son and daughter. Summary must be AT LEAST one paragraph.

### Phase 5: Athens or Sparta Elementary Rubric – Days 36-40 from May 28th-June 3rd

<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>
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</thead>
<tbody>
<tr>
<td>Athens Elementary School Slogan &amp; Mascot</td>
<td>Excellent job creating school slogan &amp; mascot</td>
<td>Good job creating school slogan &amp; mascot</td>
<td>Fair job creating school slogan &amp; mascot</td>
<td>Poor job creating school slogan &amp; mascot</td>
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<tr>
<td>Athens Elementary Boys Education</td>
<td>Excellent job detailing at least 3 subjects taught including illustrations</td>
<td>Good job detailing at least 3 subjects taught including illustrations</td>
<td>Fair job detailing at least 3 subjects taught including illustrations</td>
<td>Poor job detailing at least 3 subjects taught including illustrations</td>
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<tr>
<td>Athens Elementary Girls Education</td>
<td>Excellent job detailing at least 3 subjects taught including illustrations</td>
<td>Good job detailing at least 3 subjects taught including illustrations</td>
<td>Fair job detailing at least 3 subjects taught including illustrations</td>
<td>Poor job detailing at least 3 subjects taught including illustrations</td>
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<tr>
<td>Sparta Elementary School Slogan &amp; Mascot</td>
<td>Excellent job creating school slogan &amp; mascot</td>
<td>Good job creating school slogan &amp; mascot</td>
<td>Fair job creating school slogan &amp; mascot</td>
<td>Poor job creating school slogan &amp; mascot</td>
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<td>Sparta Elementary Boys Education</td>
<td>Excellent job detailing at least 3 subjects taught including illustrations</td>
<td>Good job detailing at least 3 subjects taught including illustrations</td>
<td>Fair job detailing at least 3 subjects taught including illustrations</td>
<td>Poor job detailing at least 3 subjects taught including illustrations</td>
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<tr>
<td>Sparta Elementary Girls Education</td>
<td>Excellent job detailing at least 3 subjects taught including illustrations</td>
<td>Good job detailing at least 3 subjects taught including illustrations</td>
<td>Fair job detailing at least 3 subjects taught including illustrations</td>
<td>Poor job detailing at least 3 subjects taught including illustrations</td>
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<tr>
<td>DECISION</td>
<td>Excellent job summarizing family decision to attend Sparta or Athens Elem including details</td>
<td>Good job summarizing family decision to attend Sparta or Athens Elem including details</td>
<td>Fair job summarizing family decision to attend Sparta or Athens Elem including details</td>
<td>Poor job summarizing family decision to attend Sparta or Athens Elem including details</td>
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<tr>
<td>Project Presentation</td>
<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 is a complete mess</td>
<td></td>
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</tbody>
</table>

Total Points Available = 32

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

Days 41-50 from May 20th to June 3rd

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

من فضلكا تحقق يوميا من أي جديد عبر حسابنا في Google Classroom، وتأكد من الأداء المطلوب للعثور على العلامات الجيدة. يمكنكم الاتصال عبر البريد الإلكتروني
rbashkanji@ppsstaff.org

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

ساعتان ونصف واحده كل يوم الاثنين لإنجاز العلامات الجيدة

Day 41 May 20th: “Divide Whole Numbers” Problem Solving Workbook page 364

Day 42 May 21st: “Equivalent Expressions” Envision Workbook Vol 1 read and complete pages 155-158

Day 43 May 22nd: “Equivalent Expressions” Envision Workbook Vol 1 read and complete pages 159-160

Day 44 May 26th: “Simplify Algebraic Expressions” Envision Workbook Vol 1 read and complete pages 161-164

Day 45 May 27th: “Simplify Algebraic Expressions” Envision Workbook Vol 1 read and complete pages 165-166

Day 46 May 28th: Math Journal: 13 times tables 10 times each 1 x 13 to 15 x 13

Day 47 May 29th: “Algebra Review” Envision Workbook Vol 1 read and complete pages 167-168

Day 48 June 1st: “Algebra Review” Envision Workbook Vol 1 read and complete pages 169-170

Day 49 June 2nd: “Solving Equations” Envision Workbook Vol 1 read and complete pages 183-186

Day 50 June 3rd: “Solving Equations” Envision Workbook Vol 1 read and complete page 187

****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 ****

Science Ms. Simoneau
Days 41-50 from May 20th-June 3rd

Phase 5 Science: Weather Chart and Water Cycle

Part 1: Weather Chart
1. Fill out the following chart for 14 consecutive days (14 days in a row.)
   a. Include the following: (84 points)
      i. High temperature (*C and *F)
      ii. Barometric (Air) pressure
      iii. Relative Humidity
      iv. Other observations: May include windy, clear, foggy, cloudy, humid, dry, rainy, or snowy.
2. Write a paragraph showing any observations you saw throughout the 14 days. (16 points)
   a. How do all the parts of weather work together?
   b. Draw connections between the air pressure and the types of weather that are occurring (precipitation, clear, etc)
   c. Draw connections between the temperature changes and the types of weather it causes.

Part 2: Water Cycle poster
1. Use the paper sent home or create a new poster, google doc, or google slide to show the water cycle.
2. Make sure to include: solar energy, condensation, dew point, evaporation, precipitation, run-off, and transpiration
3. Use arrows to show how the water moves
4. Include descriptions about each part of the water cycle.
5. Include the descriptions of how thermal energy helps with each part of the water cycle.

Remember: You any of the readings that I have given you up to this point. I will have all the readings posted for you. You may also go on fossweb.com to use any of the resources there - readings, videos, etc.

Foss web sign in:
Username: school email address
Password: lower case initials and your student ID number (no spaces)
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Possible Points</th>
<th>Points Earned</th>
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</thead>
<tbody>
<tr>
<td>Project done on Poster (+5pts if done on Google Doc or Google Slides)</td>
<td>10</td>
<td></td>
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<tr>
<td><strong>Research:</strong></td>
<td></td>
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<td>Included all labels</td>
<td>14</td>
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<tr>
<td>Description of all parts of the water cycle</td>
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<tr>
<td>Arrows to show water movement</td>
<td>12</td>
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<tr>
<td>Descriptions of how thermal energy influences the parts of the water cycle</td>
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<td><strong>Presentation:</strong></td>
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<tr>
<td>Project contained: correct spelling, colorful, complete</td>
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<td><strong>Project Design/Neatness:</strong></td>
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<td>Neat</td>
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<td>Good flow</td>
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<td>First + last name &amp; class included on project</td>
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<td><strong>Completed Task:</strong></td>
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<td>Completed task by due date</td>
<td>6</td>
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<td><strong>Total Points</strong></td>
<td>100</td>
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# Class Weather Chart

**Location:**

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<thead>
<tr>
<th>Date/time</th>
<th>Temp. (°C)</th>
<th>Temp. (°F)</th>
<th>Air pressure (mb)</th>
<th>Relative humidity (%)</th>
<th>Other observations (wind, visibility)</th>
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Health Ms. Simoneau
Days 41-50 from May 20th-June 3rd
Food Groups Project

In this project, you will create a tool to teach the class about the food groups. 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 food groups you should focus on are as follows:

1. Proteins
2. Grains
3. Fruits
4. Vegetables
5. Dairy

Your project must include the following:

1. A visual representation of each food group.
   a. This can be a drawing or a picture from the internet.
2. A description of why your body needs each food group
3. How many servings of each food group do you need in one day?
4. How big is a serving of each food group? (Example: 1 cup, 4 ounces, etc)
5. Paragraph - What you can do to make sure you are eating all your servings of each food each day?
ELA Ms. Toor
Days 41-50 from May 20th-June 3rd
stoor@ppsstaff.org

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

**Day 41 (Wednesday – 5/20/20) – Wordly Wise Lesson 15:**
Re-read the passage. Complete 15B. Log in to GC for online journal and discussion of 15B.

**Day 42 (Thursday – 5/21/20) – Wordly Wise Lesson 15:**
Re-read the passage. Complete 15C. Log in to GC for online journal and discussion of 15C.

**Day 43 (Friday – 5/22/20) – Wordly Wise Lesson 15:**
Re-read the passage & complete WW 15D. Log in to GC for today’s online journal and helpful hints for WW 15D.

**Day 44 (Tuesday – 5/26/20) – Literature Textbook “The Bracelet (pages 357 - 362):**
Read and take post-it notes to summarize beginning, middle & end.

**Day 45 (Wednesday – 5/27/20) – Literature Textbook “The Bracelet (pages 357 - 362):**
- 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 46 (Thursday – 5/28/20) – Literature Textbook “Medusa’s Head” (pages 573 - 581):**
Read and take post-it notes to summarize beginning, middle & end.

**Day 47 (Friday – 5/29/20) – Literature Textbook “Medusa’s Head” (pages 573 - 581):**
- 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 48 (Monday – 6/1/20) – Wordly Wise Lesson 16:**
- Page 160-161 read the words and definitions
- Exercise 16E, 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.
  àComplete 16E (Ms. Chapman’s students only do even numbers)

**Day 49 (Tuesday – 6/2/20) – Wordly Wise Lesson 16:**
Re-read the passage. Complete 16A. Log in to GC for online journal and discussion of 16A.

**Day 50 (Wednesday – 6/3/20) – Wordly Wise Lesson 16:**
Re-read the passage. Complete 16B. Log in to GC for online journal and discussion of 16B.