



Supporting Students at Home

Grades 9-12

Overview

This guide is designed to provide ideas for engaging students in learning activities while schools may be closed for inclement weather or other unexpected events. The activities listed below are intended to help keep our students intellectually active while they are at home. The activity ideas do not represent the first level of instruction that occurs in our schools. Best practices for first instruction will occur when students return to school.

The activities and tasks that students complete at home will not be used as assessment or counted toward part of the students' final quarter grade. Families should review the list below and select options that are relevant, accessible, and age-appropriate.

Universal Tasks

- Access articles for different contents using CommonLit (<https://www.commonlit.org/>) and respond to the questions provided.
- Conduct research on potential college, university, and/or career options. Examine what qualifications, skills, or training is necessary.
- Continue to work on any long-term projects that have been assigned to you by your teachers.
- Continue to read texts that have been assigned to you by your teachers. Consider responding to 1 question for every 20 minutes of reading.
 - Do any of the characters remind you of someone in your life? Who and how?
 - How are the characters, setting, and problems like those in other stories you have read?
 - Were you reminded of anything in your own life while reading this story? What and how?
 - What does this story make you think about or wonder?
- Access digital resources (eBooks, audiobooks, and research databases) in MackinVIA from <https://www.hcpss.me/> using active directory credentials.
- Review recent classwork and homework assignments.
- Browse through the sections of MPT Thinkport (<https://www.thinkport.org/high-school.html>) to find lessons that compliment your units of study.
- Watch news reports, listen to public radio news broadcasts, and/or read articles in Newsela <https://www.hcpss.me/> (Select Clever). Analyze the quality of sources used as well as the data presented. Consider the following:
 - How reputable are the sources referenced? What potential bias is presented?
 - Are the data/statistics valid and reliable?
- Investigate episodes of MPT's (www.mpt.org) Outdoor Maryland, NOVA, Nature, and other shows.
 - What are the issues included in the episode?
 - How does this information connect to your personal experiences?
 - What does it make you wonder?
 - Where might you find more information?

Content-Specific Tasks

Secondary ELA

- Explore books that have been made into film. What differences can you note? What creative ways did the director bring the text to life? Feel free to use this resource <https://www.goodreads.com/list/tag/book-to-film>
- Review the lyrics to one of your favorite songs that is school appropriate. Identify three devices that are used within the song and explain their use and impact. **Devices include:** simile, metaphor, hyperbole, symbolism, rhyme, rhythm, mood, and tone.

Secondary Social Studies

- Enjoy some time with Crash Course Contents (<https://www.youtube.com/user/crashcourse>). You can use U.S. History, World History, Government, Economics and more. Start by watching topics you've already learned about in class, but feel free to explore. Be sure to try and identify the claims made in the video and the evidence used to support those claims. Once you've watched an episode, consider researching to find another source you may use as the "Mystery Document." Explain why you chose this document and how it relates to the episode you just watched.
- Choose a video from <https://www.pbs.org/wgbh/frontline/films/> that connects to what you are learning about in school.
 - What new information did you learn? How does it connect to what you've already learned about this topic, region, issue?
 - What claims does the video raise? What evidence do they use to support their claim?
 - What questions does this source raise? How could you go about continuing your research in this area?

Secondary Science

Identify a phenomenon from the Phenomena: Wonder of Science list and watch the accompanying video (<https://thewonderofscience.com/phenomenal>). Complete the following:

- Construct an explanation about the phenomena. What questions do you have about the phenomena?
- Construct a model (such as diagrams, drawings, mathematical relationships, analogies, computer simulations and physical replicas) to represent ideas and explanations.
- Analyze and interpret data provided about the phenomena.
- Reason and argue based on evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem.
- Obtain, evaluate, and communicate the information clearly and accurately to a family member or friend.

Secondary Mathematics

- Identify a real world situation that can be modeled with various functions (e.g. linear, quadratic, exponential, logarithmic, logistic, sinusoidal, step, absolute value, square root functions). Describe the situation and why this function model is most appropriate. Construct various representations for your situation such as a table, graph, and/or equation. Determine an appropriate domain and range for the function based on the context.
- Locate graphs and describe what the graph depicts using http://pbs.panda-prod.cdn.s3.amazonaws.com/media/assets/wgbh/rttt12/rttt12_int_graphstories/index.html. Critique the graph and determine if the graph makes sense for the given context.

World Language

Read, listen to, and/or view authentic resources in the target language for at least 15 minutes per day. Maintain a reading/listening/viewing log. Write in the target language about what you have read/heard/viewed, keeping in mind the Can-Do expectations for your proficiency target.

GT Research

- Using resources available through Google Scholar, MackinVIA (hcpss.me) or the HCLibrary , read an article on your research topic, summarize the content, and evaluate its validity and reliability.
- Develop interview questions that enhance your knowledge base or contribute to your primary research. Identify the interview's purpose and the person to be interviewed.

ESOL

Access images from <https://www.nytimes.com/column/learning-whats-going-on-in-this-picture>.

- List or describe what you see in the image
- Summarize what you think is happening in the image
- Write a creative caption for the image

Art

Sketchbooks are an easy way to organize your ideas and arts. In your sketchbook or on any paper you have and with any drawing supplies:

- Create several drawing studies of eyes, noses, and mouths in a variety of poses.
- Draw an interesting object from three different angles.
- Draw three metallic objects that reflect light. Focus on highlights and reflections.
- Refraction—Create two drawings of separate objects partially submerged in water.
- Draw something that can't be turned off.
- Draw something soothing.
- Draw something you think sounds or smells incredible.

Supporting Web Links:

[Inside a Stranger's Sketchbook, By Jordan Kisner The New Yorker](#)

[Art Sketchbook Ideas: Creative Examples to Inspire](#)

[PBS Learning Media](#)

Music

- Using standard notation draw 3 major scales and play or sing them.
- Using standard notation draw 3 minor scales and play or sing them.
- Create a rhythm using household items while keeping a steady beat.
- Listen to a song and describe the form of the song using refrain/chorus.
- Pick a theme song for your day and describe why you selected the song.
- Identify rhythms that are created naturally in your home.
- Create a 4 bar melody and play or sing it
- Create a 4 bar 2 voice counterpoint

Library Media

- Read a variety of genres and formats. Digital materials are available in MackinVIA from hcpss.me and from HCLibrary. Print materials may be available from the school library and HCLS branches.
- Generate questions about a topic of personal interest or curricular relevance. Conduct research using the Big6 process or other inquiry process to answer those questions.
- Digital publishing materials such as WeVideo and G-suite are available to all students.

Health & Physical Education

Each day, perform 10 exercises from the list below. Try and choose a few exercises for each fitness component. (Fitness components include: Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, Body Composition).

Exercises

- | | | |
|--------------------------------|---|--|
| ● 10 Push-ups | ● 10 wall push-ups | ● 20 flutter kicks |
| ● 30 second plank | ● Sit and Reach Stretch | ● 30 second butterfly stretch |
| ● 10 sit-ups | ● 20 small arm circles (forwards and backwards) | ● Run around the outside of your house 3 times |
| ● 10 Air Squats | ● 20 large arm circles (forwards and backwards) | ● 30 second hamstring stretch |
| ● 10 lunges | ● 10 minute walk around the neighborhood | ● 30 second quadriceps stretch |
| ● 30 Jumping Jacks | | |
| ● 1 minute of jogging in place | | |
| ● 1 minute of high knees | | |
| ● 10 burpees | | |

Grade 9 Choice Board

<https://docs.google.com/document/d/1KeI12sTspZT0sahilseN5SNGMcLgONVt5qXzGWooLFE/edit>