

## 8th Grade Task Card - 4/19 - 4/23

### Daily Attendance

- Live interaction: Attend scheduled zoom meetings daily **STARTING at 9:00**
- Complete 70% of Tasks daily to be marked here

### Teacher Notes

#### This week's Focus:

#### Important announcements:

**High School Registration packets are due by Thursday, April 22nd. Monache High School counselors will be here to speak to students about what to expect their freshman year and answer any questions students have. It is very important that your student be on zoom or in class on Thursady, April 22nd at 11am!**

- MAP TEST
- Mentoring Surveys - Students will fill out a reflection survey with a mentor teacher.
- Create the Future Continued - Students will design a school/mall/anything of the future however they like. They will identify the things they currently enjoy as well as make adjustments to things they dislike while still creating the future of their topic. Students will be asked to explain their thoughts and work on a draft before they finish their final presentations by Friday.
- CogSkills Checklist - Students create their list of missing cog skills and replicate those skills into their "Create the Future" project. Students demonstrate what the cog skill looks like.
- Close Focus Area Gap - Attempt/Pass any focus area
- 5 Daily Goals (at least 1 goal in every subject)
- **Platform Make-Up - Turn an overdue project/focus area green**

**FOCUS AREA ALTERNATIVE ASSESSMENTS - We are offering students who have attempted a focus area multiple times to be able to show mastery in a different assessment. This will give students options in using their strengths to tackle a focus area and/or a single objective and show us mastery.**

Focus Areas		Projects	Additional Focus Areas
<b>English</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Story Telling</li> <li><input type="checkbox"/> Knowledge of Words</li> <li><input type="checkbox"/> Punctuation</li> <li><input type="checkbox"/> Essay Structure</li> <li><input type="checkbox"/> Run-ons/Fragments</li> </ul>	<p><b>Imaginative Narrative</b></p> <ul style="list-style-type: none"> <li>- Authors develop engaging plots through their use of storytelling devices, like using foreshadowing, building tension, or increasing suspense.</li> <li>- Authors write fantasy and science fiction stories because they want to comment on themes they see in real life, like hope, love, fear, or honesty. Sometimes fiction can tell the truth better than reality.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> World Choice and Tone</li> <li><input type="checkbox"/> Characterization</li> </ul>

<b>Science</b>	<input type="checkbox"/> Forces and Motion <input type="checkbox"/> Types of Forces	<b>Playing With Forces</b> <ul style="list-style-type: none"> <li>- Create a model of an object that shows motion.</li> <li>- Explain the components of the object that explains Newton's 3 Laws of motion.</li> </ul>	<input type="checkbox"/> <b>Energy 2</b> <input type="checkbox"/> <b>Energy and Forces in Interactions</b>
<b>History</b>	<input type="checkbox"/> Civil War <input type="checkbox"/> Reconstruction <input type="checkbox"/> Immigration and Urban Life During American Industrialization	<b>Attitudes Towards Immigration</b> <ul style="list-style-type: none"> <li>- Choose 2 articles and contextualize the source (Author, purpose, point of view)</li> <li>- Explain the two sides of arguments towards Immigration into the United States. Create YOUR claim about Immigration</li> </ul>	<input type="checkbox"/> Abolishing Slavery
<b>Math</b>	<input type="checkbox"/> Functions and Volume	<b>Functions and Volume</b> <ul style="list-style-type: none"> <li>- Students will know the difference between a function and an equation. Students will interact with the volume of different shapes and compare the relationships between different sized cylinders and cones.</li> </ul>	<input type="checkbox"/> <b>More on Functions and Volume</b>