STUDENT FIRST & LAST NAME:_____

SCHOOL:_____ **GRADE:**_____ **ID# / LUNCH#**_____

Christina School District Assignment Board

Grade Level: 6

Week 11 (of 6.15.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	**Discrimination Based on Hair** In your opinion, do you believe that people have the right to wear their hair in any style they choose? Explain. Are there occasions when a certain hairstyle may be inappropriate. Explain.	Read the article **"New York City Just Banned Discrimination Based on Hair."** As you read underline examples, words, or phrases that identify discrimination.	**Digging Deeper.** Summarize the text and answer questions 1-4.	**Vocabulary Log.** On a separate sheet of paper write the following words; policies, penalize, associated, assimilate, interactions. Complete the following tasks for each word. -Definition -Antonym -Write a sentence using the word. -Draw a picture to aid in understanding the word.	In 1-2 well written paragraphs address the following prompt. What is the connection between hairstyles and discrimination? In what ways have certain groups changed their views on allowing hairstyles? What motivated these groups to make the change?
Math	*Writing Algebraic Equations and Inequalities* *A*nswer "Which One Doesn't Belong?" and justify your choice. (attached) Read Math Notes: Solving and Graphing Inequalities;	Complete 7-114, 7-115, and 7-116. (attached) Refer to Math Notes if needed.	Complete 7-117, 7-118, and 7-119. (attached) Refer to Math Notes if needed.	Complete 7-120, 7-121, and 7-126, and 7-127. (attached) Refer to Math Notes if needed.	Read page 64. Use examples and Math Notes to assist completing p. 64 #1-9. (attached)

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Christina School District Assignment Board

	and complete 7-112 and 7-113. (attached)				
Science	**What Is Gravity? (part 1):** Read article. In YELLOW, highlight or underline the definition of gravity. In GREEN, highlight or underline how gravity affects objects on Earth. In RED, highlight or underline how gravity affects objects in space.	**What Is Gravity? (part 2):** Reread article and/or notations as necessary. Write a claim that answers the following: How does your weight on Earth and the moon demonstrate a difference in the scale of their size difference? Support your claim with evidence from the article. Then, explain why the evidence supports your claim.	**How Does Gravity Pull Things Down to Earth? (part 1):** Read article. Highlight what Newton discovered about gravity in YELLOW. Highlight the reason why Earth doesn't crash into the Sun in GREEN. In RED, highlight any details that you find interesting.	**How Does Gravity Pull Things Down to Earth? (part 2):** Reread article and/or notations as necessary. Write your best answers to the following: a) Write a comparison that describes the force of gravity on a school bus on a school day and a weekend. b) When does a football hurled across a field have the lowest gravity force? c) Why can a person jump higher on the moon? d) Why do the ocean tides ebb and flow on a regular cycle?	**How Does Gravity Pull Things Down to Earth? (part 3):** Reread article and/or notations as necessary. Read the following claim: The gravitational force of Earth is stronger than the gravitational force of the moon. Write: What evidence from the article supports this claim? Explain why evidence from the article supports this claim.
Social Studies	Complete Activity 1, Social Distancing and Learning Loss sections from the document titled, "Participate in a Return to School Citizen's Planning Group"	Compete Activity 1, Safety and Event Planning sections from the document titled, "Participate in a Return to School Citizen's Planning Group"	Complete Activity 1, Extra-Curricular Activities and Plan B Group sections from the document titled, "Participate in a Return to School Citizen's Planning Group"	Complete Activity 2, Social Distancing from the document titled, "Participate in a Return to School Citizen's Planning Group"	Complete Activity 2, Learning Loss from the document titled, "Participate in a Return to School Citizen's Planning Group"

Week 12 (of 6.22.20)

	Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
ELA	**Code-Switching** Are there times when you change the way you talk depending on the audience. For	**Background knowledge:** Code-switching- when a speaker alters the way they speak, the words they use, or	**Digging Deeper.** Summarize the text and answer questions 1-7.	**Vocabulary Log.** On a separate sheet of paper write the following words; sensitive, identity,	Consider the examples of code-switching in the article. Choose one that you most closely identify with and

STUDENT FIRST & LAST NAME:_____

SCHOOL:_____ **GRADE:**_____ **ID# / LUNCH#**_____

Christina School District Assignment Board

	example, when talking with your friends would you use the same language with your parents, at work or with teachers. Why or why not?	their appearance depending on the audience. Read the text, "**Do You Change Your Laughter to Match Your Social Situation?"** As you read underline the reasons why someone might code-switch.		potentially, linguistics, flexible. Complete the following tasks for each word. -Definition -Antonym -Write a sentence using the word. -Draw a picture to aid in understanding the word.	explain a time you code-switched based on your situation. Why did you code-switch? Were you aware that it happened, or did it happen naturally? **Or** Interview Your Family or Friend: Ask a family member or friend about code-switching. Have they ever code-switched? Why might they have done that?
Math	*Chapter 7 Closure* *A*nswer "Which One Doesn't Belong?" and justify your choice. (attached) Read page 65. Use examples to assist completing p. 66 #1-9. (attached)	Use Sample of Fraction Division Graphic Organizer (GO) as a model to complete your own Fraction Division Graphic Organizer.	Complete 7-131, 7-132, and 7-133. (attached). Refer to Math Notes and examples if needed.	Complete 7-134, 7-135 and 7-136. (attached). Refer to Math Notes and examples if needed.	Complete 7-137 and 7-138. (attached). Refer to Math Notes and examples if needed.
Science	**Chasing the Rainbow:** Enjoy the attached STEAM (Science, Technology, Engineering, Art, Math) investigation. What do you notice? What do you observe? What do you wonder?	**Snowstorm in a Jar:** Enjoy the attached STEAM (Science, Technology, Engineering, Art, Math) investigation. What do you notice? What do you observe? What do you wonder?	**Cloud in a Cup:** Enjoy the attached STEAM (Science, Technology, Engineering, Art, Math) investigation. What do you notice? What do you observe? What do you wonder?	**Evaporation Crystal Hearts:** Enjoy the attached STEAM (Science, Technology, Engineering, Art, Math) investigation. What do you notice? What do you observe? What do you wonder?	**Magic Milk:** Enjoy the attached STEAM (Science, Technology, Engineering, Art, Math) investigation. What do you notice? What do you observe? What do you wonder?

STUDENT FIRST & LAST NAME:_____

SCHOOL:_____ **GRADE:**_____ **ID# / LUNCH#**_____

Christina School District Assignment Board

Social Studies	Complete Activity 2, Safety from the document titled, "Participate in a Return to School Citizen's Planning Group"	Complete Activity 2, Event Planning from the document titled, "Participate in a Return to School Citizen's Planning Group"	Complete Activity 2, Extra-Curricular Activities from the document titled, "Participate in a Return to School Citizen's Planning Group"	Complete Activity 2, Plan B Group from the document titled, "Participate in a Return to School Citizen's Planning Group"	Complete Activity 3 from the document titled, "Participate in a Return to School Citizen's Planning Group"

aceWeek 11 Grade 6 ELA Assignments

Day 1- Discrimination Based on Hair

In your opinion, do you believe that people have the right to wear their hair in any style they choose? Explain.

Are there occasions when a certain hairstyle may be inappropriate. Explain.

Day 2- Read the article "New York City Just Banned Discrimination Based on Hair."

As you read underline examples, words, or phrases that identify discrimination.

Day 3- Digging Deeper.

Summarize the text and answer questions 1-4.

Day 4- Vocabulary Log.

On a separate sheet of paper write the following words; *policies, penalize, associated, assimilate, interactions*. Complete the following tasks for each word.

-Definition

-Antonym

-Write a sentence using the word.

-Draw a picture to aid in understanding the word.

Day 5-

In 1-2 well written paragraphs address the following prompt.

What is the connection between hairstyles and discrimination? In what ways have certain groups changed their views on allowing hairstyles? What motivated these groups to make the change?

New York City just banned discrimination based on hair

New York City has banned policies and practices that penalize black people based on the texture and style of their hair. City leaders say that such actions violate these individuals' human rights and are against the law.

The New York City Commission on Human Rights announced February 18 that it is issuing guidance on an existing law. The law prohibits discrimination based on race, gender or religion. The new guidance says that the same law also applies to hair.

It is about more than what is in style. Hairstyles are an integral part of black identity, going back many years in history.

A Photo With A Powerful Message

"One of my favorite photographs of President Barack Obama is him in the Oval Office leaning down to allow 5-year-old Jacob Philadelphia to touch his hair,'' said Carmelyn Malalis. She is the New York City Human Rights Commissioner and Chairwoman. Malalis called Obama's behavior a powerful "message of affirmation."

"As we were developing the guidance, we had a lot of conversations about the harm that is done to people when they are stigmatized and controlled in regards to who they are and how they move through space. Today being Presidents Day buoys our hope that legislators will take notice," Malalis said. The day of the announcement, February 18, was Presidents Day.

The law bans such bias in workplaces, schools and public spaces. Public spaces include spots ranging from restaurants to nightclubs to museums.

Black Hairstyles Have Been Singled Out

The legal protections apply to any group whose hairstyles are associated with their ethnic identity. For those of African descent, in particular, hair texture and styles have often been singled out and are a historic target for abuse.

Five years ago, the U.S. Department of Defense started a ban on Afros, braids and twists, all of which are traditionally black hairstyles. It reversed the ban after a backlash. In December, there was public outrage after a 16-year-old athlete named Andrew Johnson was forced by a referee to cut his hair before he could proceed with his wrestling match.

A TV Anchor Says Her Braids Led To Her Termination

Brittany Noble-Jones said she faced hair discrimination when she was fired from her job as a television anchor last year. She worked for WJTV in Jackson, Mississippi. She said that wearing braids on air led to performance reviews at work and later her termination.

Noble-Jones, who is based in New York, called the city commission's announcement "huge."

"The fact we have been worried about this all these years is one thing, but I'm very excited we can move forward," she said. She is glad they can "rock our hair and wear it the way God intended us to wear it," she said.

WJTV and its parent company, Nexstar, denied that Noble-Jones was fired over her hair. They said in a statement that their rules do not allow "harassment, discrimination or retaliation of any type. Allegations that Ms. Jones' employment was terminated for her choice of hairstyles have no basis in fact."

"Hair Is Connected To Civil Rights"

The New York City Commission said it is looking into seven cases in which black workers say they were targeted based on their hair. Some workers say they were threatened with termination if they did not stop wearing dreadlocks, also

referred to as locs, which the employer arbitrarily considered "unclean." Other workers say they had to pull back their braids although their co-workers were allowed to wear their hair down.

Such complaints accompany incidents around the country in which black workers and school children have been harassed because of their hair. The complaints caused the New York commission to clarify that the city's law against discrimination applies in those cases.

"This is big," said Noliwe Rooks, professor of Africana studies at Cornell University in Ithaca, New York. "Hair is connected to civil rights." The civil rights movement, which took place during the 1950s and 1960s, was the beginning of the fight for black people to gain equal rights under the law.

Rooks said hair needs to be protected by the law.

A Symbol Of Pride For Many Years

Black hair has been deeply symbolic in the U.S. since at least the 1800s, and even before that. It has been a stand-in for a kind of black identity that refuses to assimilate. For many, natural hair symbolizes a rejection of the racist pressures placed on black people to conform to white beauty ideals in order to stay safe and succeed in the U.S.

Rooks explained that in the 1800s, after the Civil War, there were large numbers of African-Americans leaving enslavement and moving north in search of employment and desegregated cities. "There was a lot more contact between communities on more equal footing," she said of the interactions between white and black peoples. "The narrative is 'You just don't look civilized. You just don't look professional,'" she said.

Natural hair became a powerful symbol of pride during the Black Power movement of the 1960s. The movement supported rights and political power for black people.

"It's less about fitting in," Rooks said. "I'm proud how hair grows out of my head."

Digging Deeper
Instructions: Choose the answer below that best answers the question.
1. Which two of the following sentences from the article include central ideas of the article?

1. New York City has banned policies and practices that penalize black people based on the texture and style of their hair.
2. Five years ago, the U.S. Department of Defense started a ban on Afros, braids and twists, all of which are traditionally black hairstyles.
3. WJTV and its parent company, Nexstar, denied that Noble-Jones was fired over her hair.
4. For many, natural hair symbolizes a rejection of the racist pressures placed on black people to conform to white beauty ideals in order to stay safe and succeed in the U.S.

    A. 1 and 3
    B. 1 and 4
    C. 2 and 3
    D. 2 and 4

2. One of the central ideas is that black people historically have been punished for their hair texture and styles. How does the author introduce this central idea?

    A. by explaining the conflict between Brittany Noble-Jones and the television station that employed her
    B. by describing specific instances involving the Department of Defense and teen athlete Andrew Johnson
    C. by outlining reactions to a photograph of Barack Obama and a boy named Jacob Philadelphia
    D. by highlighting the historical studies done by Noliwe Rooks at Cornell University in New York

3. Why was the Commission on Human Rights' new guidance on the ban announced on Presidents Day?

A. to honor the affirming actions of former President Barack Obama
B. to force the Department of Defense to end a ban on black hairstyles
C. to keep up a tradition of passing civil rights laws on that day
D. to have a better chance at drawing the attention of legislators

4. According to the article, why did many black people change their hairstyles in the years after the Civil War?

A. More emphasis was being placed on using natural hair to show support for rights and political power.
B. More laws were being passed to protect people from being harassed because of their hair.
C. Many people felt pressured to fit in with their white neighbors as they moved into new cities.
D. Many people wanted to use the change in hairstyles to symbolize a new start after the end of slavery.

Week 12 Grade 6 ELA Assignments

Day 1- Code-Switching

Are there times when you change the way you talk depending on the audience. For example, when talking with your friends would you use the same language with your parents, at work or with teachers. Why or why not?

Day 2- Background Knowledge.

Background knowledge: Code-switching- when a speaker alters the way they speak, the words they use, or their appearance depending on the audience.

Read the text, "Do You Change Your Laughter to Match Your Social Situation?"
As you read underline the reasons why someone might code-switch.

Day 3- Digging Deeper.

Summarize the text and answer questions 1-7.

Day 4- Vocabulary Log.

On a separate sheet of paper write the following words; *sensitive, identity, potentially, linguistics, flexible*. Complete the following tasks for each word.

-Definition
-Antonym
-Write a sentence using the word.
-Draw a picture to aid in understanding the word.

Day 5-

Consider the examples of code-switching in the article. Choose one that you most closely identify with and explain a time you code-switched based on your situation. Why did you code-switch? Were you aware that it happened, or did it happen naturally?

Or

Interview Your Family or Friend: Ask a family member or friend about code-switching. Have they ever code-switched? Why might they have done that?

Do you change your laughter to match your social situation?

There's a video called "The Corporate Laugh" by actress Raven Jenai. It first went viral on social media last year, and it now has more than 97,000 retweets on Twitter. It's proven popular for a reason. Raven plays two average-looking coworkers, Bill and Jack. Jack sends Bill an email. Jack eagerly waits for Bill to open it. Then, Bill reads the funny email and chuckles quietly. Jack laughs, too. At the end, Bill tells Jack "you are a hoot, that's rich."

You might, like Bill and Jack, snicker at something funny you see at work, but have an explosive guffaw if you're with friends at a restaurant. That brings up a curious question: Do we have a range of louder and more restrained laughs for various occasions? In other words, do we code-switch laughter?

Everyone Code-Switches

Code-switching is how we change our language to match each social situation, especially when talking to someone from a different cultural background. When you chat with family or friends, you may roll your R's or speak a blend of English and another language. In school or at work, you might avoid cursing or use "standard" English. People code-switch to different degrees, depending on what kind of background they come from. Teachers have tried using code-switching to help multilingual students learn. Some think code-switching is necessary for groups of people to work together. Others argue code-switching forces people from different cultures to strip away parts of themselves, in order to make people who rank more "highly" in society feel comfortable. What is somewhat agreed upon is that we all code-switch to some extent.

You Wouldn't Laugh At A Funeral

Phillip Glenn teaches communications at Emerson College in Boston, Massachusetts. He says that "we laugh in ways that are sensitive to context," meaning that we respond to social settings. In the case of someone getting tickled at a funeral, "you cover your mouth and you spit a little bit because you know you are not supposed to be laughing." That's not quite the same as code-switching, he says. It's more about the situation – being at a funeral, where you're supposed to be sad – than your or the other funeral-goers' cultural upbringings.

Still, he says, "identity categories" like race, gender, and geography do play a role. They come up "potentially at any time as people are dealing with each other," even if you can't always tell. If two people were to laugh, he said, "it's not possible to know their being American or Methodist."

"Proper" Speakers Rank High On The Social Ladder

Dr. Betsy Rymes, a University of Pennsylvania linguistics professor, thinks identity categories can powerfully change how we act. Casual conversations, she says, "are building blocks" for how power works in a given society. These building blocks form language hierarchies that determine if a certain laugh marks someone as "high class" or not.

For example, Rymes says, if you speak "proper" British English, that makes you rank higher on the social ladder than someone who speaks with a strong accent, for example. You might not need to have a whole range of polite and impolite laughs because whatever laugh you use is already seen as "proper." But "if you are a working-class person or person of color, you have to be more flexible and need to be aware of code-switching your laughter," says Rymes.

Laugh Out Loud To Form Friendships

"We all have a range of different laughs that we use for different purposes," said body language expert Judi James in a 2014 Mashable article. According to James, people change their laughs to form "social bonds" and get closer to one another. She gave the example of watching a TV comedy alone versus with friends. "If you're alone, you'll probably laugh out loud very little, if at all," she said. "But when you watch it with friends, you'll laugh with them as a form of social bonding and shared experience."

The failure to code-switch can break these bonds. The book Shifting: The Double Lives of Black Women in America by Charisse Jones and Kumea Shorter-Gooden focuses on how code-switching affects African-American women. Many African-Americans speak what's called AAVE, or African-American Vernacular English, as well as "standard" English. The book says that African-American women who cannot code-switch between AAVE and standard English are sometimes made fun of for not fitting in.

"Why Code-Switching Matters"

Laughter is a good example of why code-switching matters. For instance, people might laugh in a polite, slightly forced manner in the workplace because their job requires them to act more formal. If someone were to laugh that way with friends, it could make them seem cold or distant. In this way, social bonds can break when people can't code-switch. Whether we consciously or unconsciously code-switch our laughter as a way to tune into our audience is still debated. What is clear is that no one always laughs exactly the same way – we all have a handful of "real" laughs to pick from.

Digging Deeper

Instructions: Choose the answer below that best answers the question.

1. What is code-switching?

_____

_____

2. How can code-switching help someone?

_____

_____

3. When might code-switching be a problem?

_____

_____

4. The sentence below from the section "Laugh Out Loud To Form Friendships" helps to support the claim that knowing when to code-switch is important. The failure to code-switch can break these bonds. Which sentence from the section provides further support for the claim?

A. “We all have a range of different laughs that we use for different purposes,” said body language expert Judi James in a 2014 Mashable article.
B. According to James, people change their laughs to form “social bonds” and get closer to one another.
C. Many African-Americans speak what's called AAVE, or African-American Vernacular English, as well as "standard" English.
D. The book says that African-American women who cannot code-switch between AAVE and standard English are sometimes made fun of for not fitting in.

5. Read the paragraph from the section "Why Code-Switching Matters."

> *“Whether we consciously or unconsciously code-switch our laughter as a way to tune into our audience is still debated. What is clear is that no one always laughs exactly the same way – we all have a handful of "real" laughs to pick from.”*

What conclusion is BEST supported by the paragraph above?

A. Everyone learns that different kinds of laughs are appropriate at different times.
B. The kind of laugh a person uses might depend on their particular background.
C. Everyone has a range of laughs that might be used with or without forethought.
D. The type of laughter we use affects how our audience might respond to us.

6. Read the following paragraph from the introduction [paragraphs 1-2.]

> *You might, like Bill and Jack, snicker at something funny you see at work, but have an explosive guffaw if you're with friends at a restaurant. That brings*

up a curious question: Do we have a range of louder and more restrained laughs for various occasions? In other words, do we code-switch laughter?

Which of the following words from the section provides a context clue to the meaning of the word "guffaw"?

A. restrained
B. various
C. curious
D. louder

7. Read the following paragraph from the section "Proper Speakers Rank High On The Social Ladder."

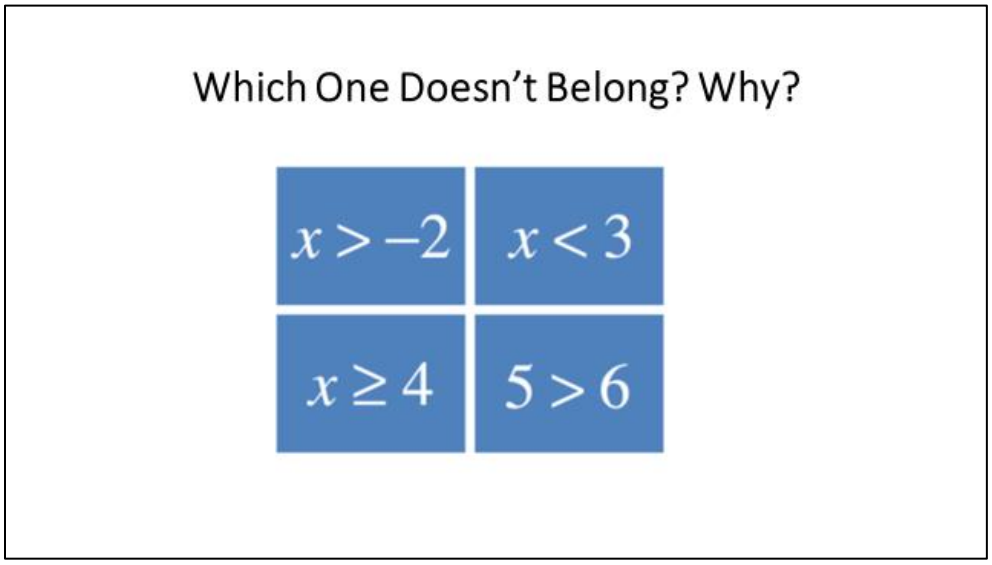
Dr. Betsy Rymes, a University of Pennsylvania linguistics professor, thinks identity categories can powerfully change how we act. Casual conversations, she says, "are building blocks" for how power works in a given society. These building blocks form language hierarchies that determine if a certain laugh marks someone as "high-class" or not.

Which phrase from the paragraph helps you to understand that HOW a person speaks relates to their position in society?

A. language hierarchies
B. casual conversation
C. identity categories
D. building blocks

Math 6 – Week of June 15th and June 22nd

Writing Algebraic Equations and Inequalities/Chapter 7 Closure



7-112 FINDING UNKNOWN VARIABLES WITH EQUATIONS

a. An airplane is at full capacity, carrying an unknown number of passengers and 7 crewmembers. What variable could you use to represent the unknown number of passengers? Write an expression for the total number of people on the plane. An expression does not have an equal sign. For example, x−3 is an expression.

b. **Equations** can be used to help you find the value of an unknown variable. Equations have expressions on both sides of an equal sign. For example, 9(2x+7) = 228 is an equation.

   The plane was designed to hold 241 people. Write an **equation** that equates the total number of people to your expression in part (a) above.

c. Thinking about the idea of inverse operations, determine the value that your variable needs to be in order to **solve** your equation. That is, how many passengers can fly in the plane? Write a complete sentence.

d. Whenever it flies, the airplane is not always at full capacity. Using what you wrote in part (b) as a start, write an **inequality** to relate the total number of people to the capacity of the plane. In the inequality, use the mathematical symbol for "less than or equal to" (≤).

e. What values for p will make the inequality you wrote in part (d) true? That is, what are the solutions to the inequality?

METHODS AND MEANINGS

MATH NOTES

Solving and Graphing Inequalities

An **equation** always has an equal sign. An **inequality** has a mathematical inequality (comparison) symbol in it. To **solve** an equation or inequality means to find all the values of the variable that make the equation true. See the examples below.

Solve this equation:

$x + 3 = 7$

The solution is:

$x = 4$

Solve this inequality:

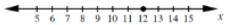
$x - 2 < 5$

The solution is:

$x < 7$

To solve and graph an inequality with one variable, first treat the problem as if it were an equality and solve the problem. The solution to the equality is called the **boundary point**. For example, to solve $x - 4 \geq 8$, solve $x - 4 = 8$. The solution $x = 12$ is the boundary point for the inequality $x - 4 \geq 8$.

Since the original inequality is true when $x = 12$, place your boundary point on the number line as a solid point. Then test one value on either side in the *original* inequality to determine which set of numbers makes the inequality true. This is shown with the examples of $x = 8$ and $x = 15$ at right. After testing, you can see that the solution is $x \geq 12$.



Test: $x = 8$

$8 - 4 \geq 8$

$4 \geq 8$

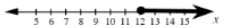
FALSE!

Test: $x = 15$

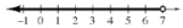
$15 - 4 \geq 8$

$11 \geq 8$

TRUE!



When the inequality is $<$ or $>$, the boundary point is *not* included in the answer. On a number line, this would be indicated with an open circle at the boundary point. For example, the graph of $x < 7$ is shown below.



7-113 According to the attendance office, Lakeside Middle School has 57 fewer students than Xavier Middle School. You want to determine the number of students that attend Xavier Middle School.

a. When you use a variable to represent an unknown, you will need to **define your variable** using a "let" statement to communicate what your variable represents. For example, in problem 7-112, you could have said, "*Let* p *represent the number of passengers.*"

   Write an algebraic *expression* for the number of students at Lakeside Middle School. Make sure you define the variable you choose.

b. The attendance office says there are 403 students at Lakeside Middle School. Use the expression that you wrote in part (a) and write an ***equation*** for the number of students at Lakeside Middle School.

c. How many students are at Xavier Middle School? Explain how you used inverses to find your answer. Write your answer in a complete sentence.

d. Use your equation to show how you know that 550 is not the number of students who are at Xavier Middle School. Test two other values that do not make the equation true. How many solutions are there to the equation that you wrote in part (b)?

7-114 Ellie is building a dollhouse. She has boards that are two different lengths. A long board is 17 inches longer than the short board.

a. Draw a picture showing how the short and long boards are related. The length of the long board is 50 inches. The length of the short board is unknown.

b. Write an equation that shows how the length of the long board is related to the length of the short board. Remember to define your variable first.

c. Ellie estimates that the length of the short board is between 30 and 40 inches. Test at least three values in this range in your equation. Were any of the values you tested a solution? How do you know?

d. What is the length of the short board? Is there more than one possible answer?

7-115 Jeffrey is comparing the number of pages in his science book to his math book.

a. Jeffrey does not have science class today, so he left his book at home. The number of pages in his hardback science textbook is unknown.

   Jeffrey also has a paperback science lab manual. Each lab activity is two pages long, and there are 25 lab activities. Define a variable and write an expression for the total number of pages of science materials, including the hardback textbook.

b. By looking at his math book, Jeffrey thinks the total number of pages of science materials is *more than* the 425 pages of his math book. Write an inequality to relate the number of science pages to the number of math pages. In the inequality, use the mathematical symbol for "greater than" (>).

7-116 SOLUTIONS TO A LINEAR INEQUALITY

Moe is studying for his Spanish and History final exams. He knows that he needs to spend more time studying Spanish than History. He decides he will spend half an hour more studying Spanish than History.

a. Let h represent the amount of time Moe spends studying History. Write an expression using h that represents the amount of time he spends studying Spanish.
b. Moe spends more than 2 hours and 15 minutes studying for Spanish. How does this amount of time compare to the expression you wrote in part (a)? Write an inequality to represent this situation.
c. Try to list all of the possible amounts of time that Moe could spend studying History. How many possible answers are there?
d. What is the smallest amount of time that Moe could spend studying History? What is the largest amount of time?

7-117 GRAPHING INEQUALITIES WITH ONE VARIABLE

In problem 7-116, you found that there are many solutions to an inequality. How can you show all of these solutions? One way is to write an inequality statement such as $p \leq 234$. Another way is to graph the solutions on a number line.

Analyze the process for graphing an inequality, such as $2.25<h+0.5$, by completing the following problems.

a. Start by drawing a number line and plot as many of the points that you found in part (c) of problem 7-116 as you can. As you plot more and more points on the number line, what do you notice is happening?

b. What would it look like if you could plot all of the values that make the inequality true?
c. Where would the line that is formed by the plotted points end? That is, what would be the **boundary points** of the line of solutions?

d. Is the boundary point for this problem part of the set of solutions to be included on the number line? If the boundary point *is* part of the set of solutions, then it would be represented as a filled-in dot, just like the rest of the solutions. If, however, the boundary point is *not* part of the set of solutions, then how might you represent this on the number line?

e. Read the information in the Math Notes box towards the beginning of the packet. Check to be sure you drew your number line accurately. Then write an inequality that represents the solutions to Moe's situation presented in problem 7-116.

7-118 Each April, bluebonnet wildflowers are commonly seen throughout Texas. One botanist claimed that the number of acres of bluebonnet wildflowers in Gillespie County this year could be estimated by the inequality $w-30 \geq 110$. The variable w represents the number of acres of bluebonnet wildflowers.

a. Some local residents guessed that there were 100.25,126,140,152.8, or 163.5 acres with bluebonnets in the county. Test these values to find out which of them are possible for the acres of wildflowers this year.
b. Write an inequality to show all of the possible values for w.
c. Show all possible numbers of acres of bluebonnets on a number line.

7-119 Croakie the Frog's unknown position on a number line can be represented by the variable p. Croakie's choreographer established Croakie's position with the inequality $p+7<18$. Show all possible positions for Croakie on a number line, and write an inequality representing his positions.

7-120 To solve for a variable means to determine all of the possible values for the variable that make the equation or inequality true. Solve each of the following equations and inequalities and show the solutions on a number line.

a. $x-10=46$

b. $c-24 \geq 30$

c. $w+8<28$

d. $20=e+9$

e. $y/4=15$

...

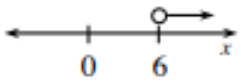
GRAPHING INEQUALITIES

The solutions to an equation can be represented as a point (or points) on the number line. If the Expression Comparison Mat has a range of solutions, the solution is expressed as an inequality represented by a ray or segment with solid or open endpoints. Solid endpoints indicate that the endpoint is included in the solution (≤ or ≥), while the open dot indicates that it is not part of the solution (< or >).

For additional information, see the Math Notes box in Lesson 7.3.4 of the *Core Connections, Course 1* text.

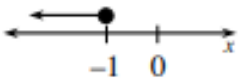
Example 1

$x > 6$



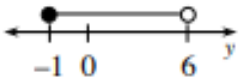
Example 2

$x \leq -1$



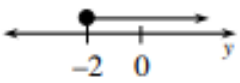
Example 3

$-1 \leq y < 6$



Example 4

$y \geq -2$



Problems

Graph each inequality on a number line.

1. $m < 2$
2. $x \leq -1$
3. $y \geq 3$
4. $-1 \leq x \leq 3$
5. $-6 < x < -2$
6. $-1 < x \leq 2$
7. $m > -9$
8. $x \neq 1$
9. $x \leq 3$

7-121 Write an equation for the problem below, and solve it. Be sure to define your variable.

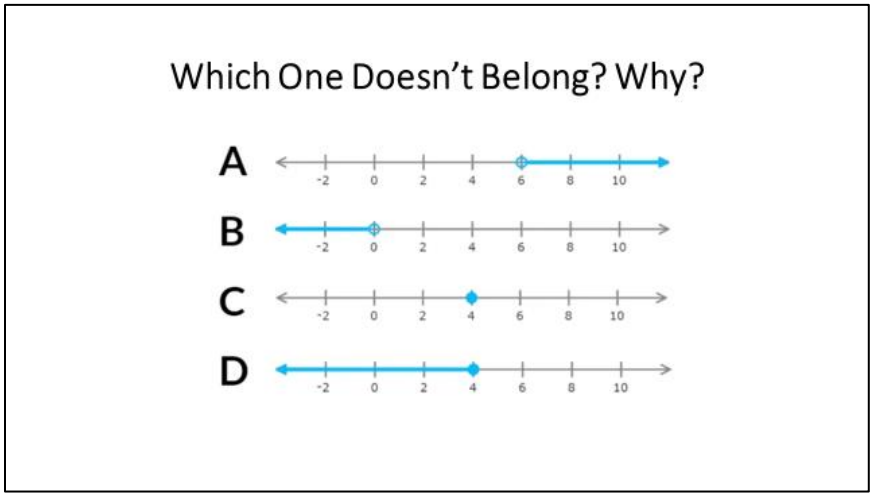
The regular price of your favorite jeans has been reduced by $18. They are now on sale for $26. What was the regular price?

7-126 Write an inequality for the problem below, and solve it. Show your solutions on a number line. Be sure to define your variable.

Western Air Lines will allow you to fly with suitcases that weigh no more than 50 pounds. If your suitcase weighs 8 pounds and the schoolbooks you need to bring on your trip weigh 11 pounds, how many pounds of clothes and other items can you pack?

7-127 Write an equation for the problem below, and solve it. Be sure to define your variable.

You want to buy a new computer that costs $2250. You check your savings-account balance and realize that to buy the computer, you will need $125 more than what you have in your savings account. How much money do you have in your savings account?



SOLVING INEQUALITIES

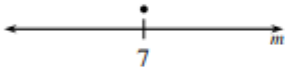
To solve an inequality, examine both of the expressions on an expression comparison mat. Use the result as a dividing point on the number line. Then test a value from each side of the dividing point on the number line in the inequality. If the test number is true, then that part of the number line is part of the solution. In addition, if the inequality is ≥ or ≤, then the dividing point is part of the solution and is indicated by a solid dot. If the inequality is > or <, then the dividing point is not part of the solution, indicated by an open dot.

Example 1

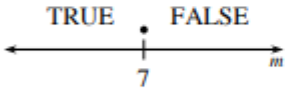
$9 \geq m + 2$

Solve the equation: $9 = m + 2$
$7 = m$

Draw a number line. Put a solid dot at 7.

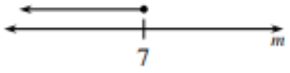


Test a number on each side of 7 in the original inequality. We use 10 and 0.



$m = 0$	$m = 10$
$9 > 0 + 2$	$9 > 10 + 2$
$9 > 2$	$9 > 12$
TRUE	FALSE

The solution is $m \leq 7$.



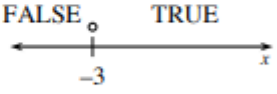
Example 2

$-2x - 3 < x + 6$

Solve the equation: $-2x - 3 = x + 6$
$-2x = x + 9$
$-3x = 9$
$x = -3$

Draw a number line. Put an open dot at –3.

Test 0 and –4 in the original inequality.



$x = -4$	$x = 0$
$-2(-4) - 3 < -4 + 6$	$-2(0) - 3 < 0 + 6$
$8 - 3 < 2$	$-3 < 6$
$5 < 2$	TRUE
FALSE	

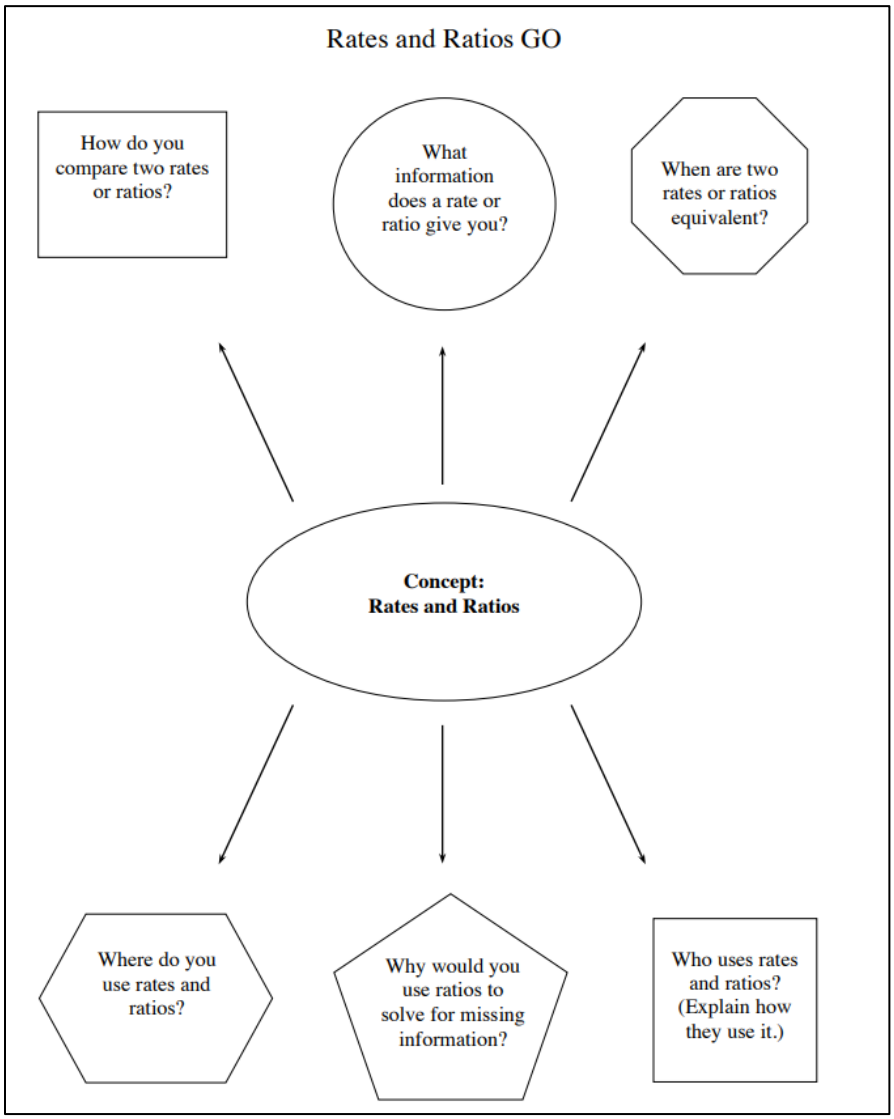
The solution is $x > -3$.

Problems

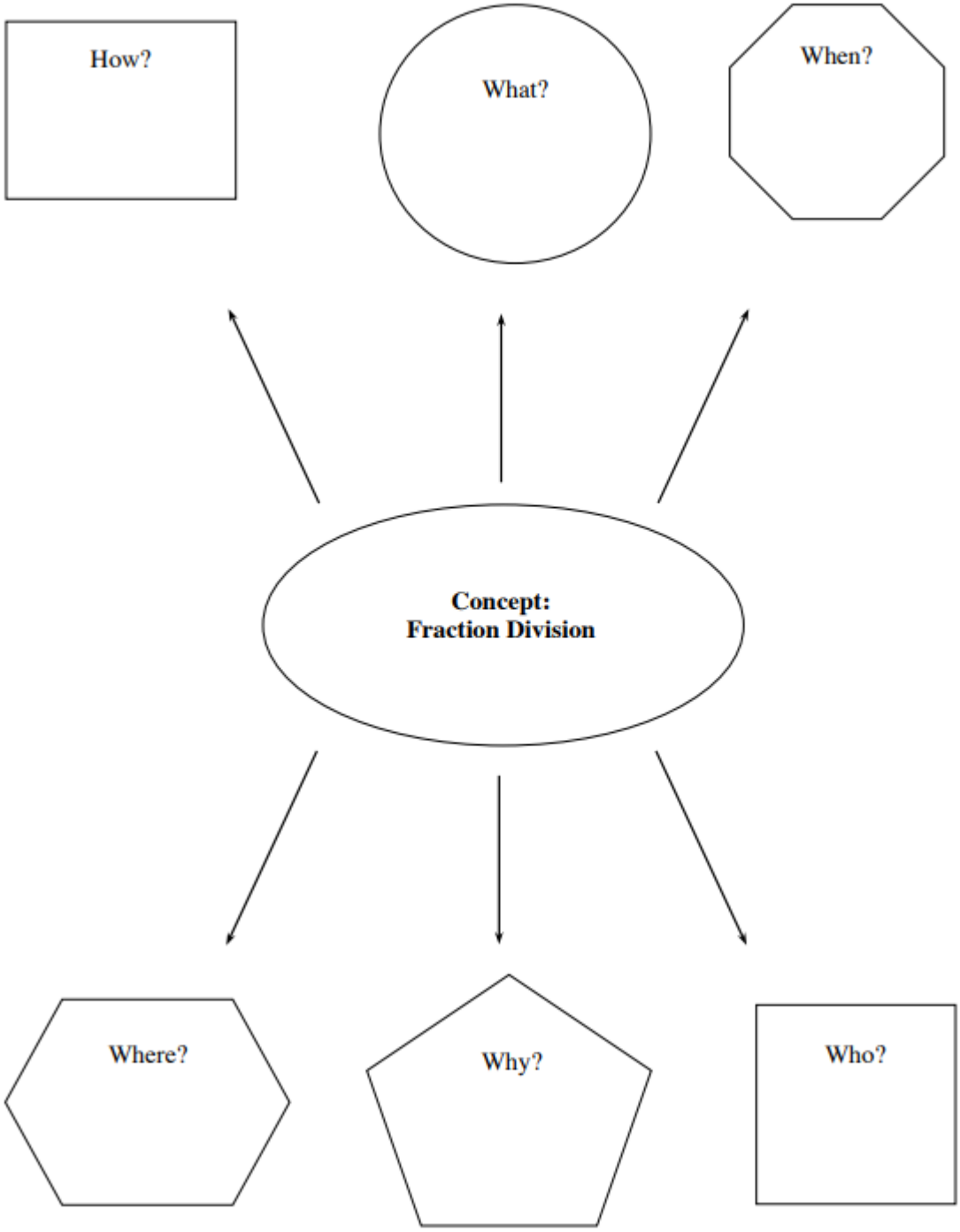
Solve each inequality.

1.	$x + 3 > -1$	2.	$y - 3 \leq 5$	3.	$-3x \leq -6$
4.	$2m + 1 \geq -7$	5.	$-7 < -2y + 3$	6.	$8 \geq -2m + 2$
7.	$2x - 1 < -x + 8$	8.	$2(m + 1) \geq m - 3$	9.	$3m + 1 \leq m + 7$

SAMPLE FRACTION DIVISION GRAPHIC ORGANIZER (GO)



Fraction Division GO



7-131 Eva is saving money for a trip. She is able to save $75 a week. Her friend from Iceland, Annie, is also saving money. Annie is able to save 9000 Kronas (Icelandic money) each week. If $4 is equal to about 500 Kronas, who is saving at a greater rate?

7-132 A breakfast cereal is made of oats, nuts, and raisins. The advertisements boast that 30% of the cereal in each box is raisins.

a. What portion of each box is not raisins?
b. If each box contains 8 cups of cereal, how many cups of raisins are in each box? Draw and label a diagram to represent the problem.
c. If the box contains 2 cups of nuts, what percentage of each box is nuts?

7-133 Mel's Grocery is selling three cans of soup for $5. Use this information to complete the table below. Then graph the relationship between the number of cans you could buy and the price.

Cans	Price (in dollars)
0	0
3	5
6	
	15
	45
30	

7-134 Without a calculator, find the following quotients.

a. $\frac{3}{7} \div \frac{2}{3}$

b. $1.2 \div 0.04$

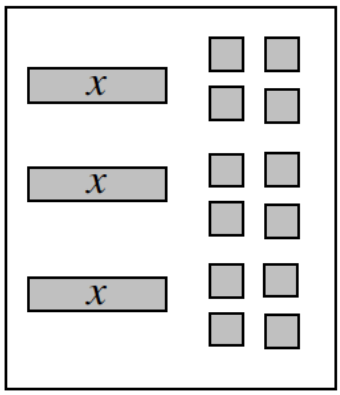
c. $8\frac{2}{3} \div 4\frac{1}{2}$

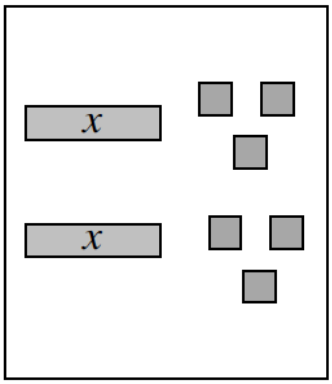
7-135 Maureen and Michael want to make cupcakes for their teachers. They have 6 tubes of frosting, and each cupcake requires o $\frac{2}{7}$ f a tube of frosting. How many cupcakes can they make? Show how you know.

7-136 Complete two trials by reading the algebraic expressions. Write in the steps as well.

Steps	Trial 1	Trial 2	Algebraic Expression
			x
			3x
			3x+27
			3x+21
			x+7
			7

7-137 When algebra tiles are grouped in sets, as shown below, they can be written in two different ways. Write two equivalent expressions that represent these collections of algebra tiles.

a. 

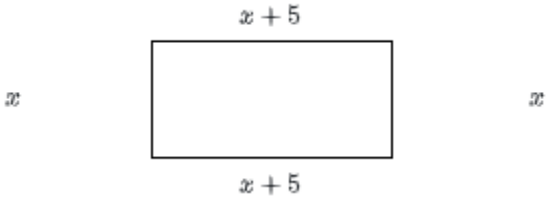
b. 

7-138 Use the rectangle below to complete the following problems.

a. Write two different variable expressions to represent the perimeter of the rectangle.

b. What is the perimeter of the rectangle if x=7 feet?

c. If the perimeter is 26 inches, what is the value of x?



Space Systems: What is gravity?

By Encyclopaedia Britannica, adapted by Newsela staff on 04.19.17
Word Count **456**
Level **MAX**

The Milky Way galaxy is visible over the Very Large Telescope in Chile. Gravity is a pulling force that works across space. It shapes our planet, our galaxy, and the entire universe. Photo by: European Southern Observatory.

All objects attract other objects because of a force called gravity. Gravity is a pulling force that works across space. That is, objects do not have to touch each other for the force of gravity to affect them. For example, the sun, which is millions of miles from Earth, pulls on Earth and the other planets and objects in the solar system.

Gravity On Earth

On Earth gravity pulls objects toward the center of Earth. This is what makes objects fall. It is also what gives an object weight. Weight is a measurement of the force of gravity between an object and the surface it stands on. If a person stands on a scale, gravity pulls the person against the scale. The scale shows the strength of this force, or the person's weight.

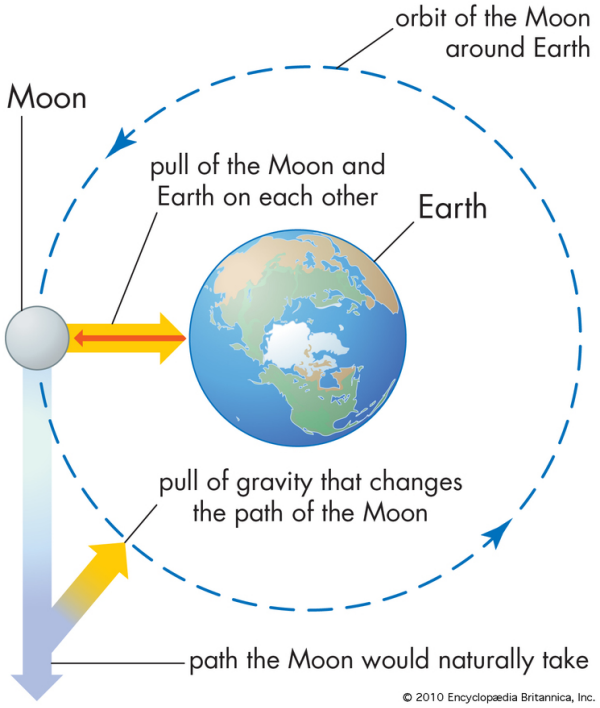
Gravity In Space

In the solar system the planets all orbit, or travel around, the sun in a constant path. They would move in a straight line, but the force of gravity pulls them toward the sun. Simultaneously, the

speed of the planets in their orbits keeps them from falling into the sun.

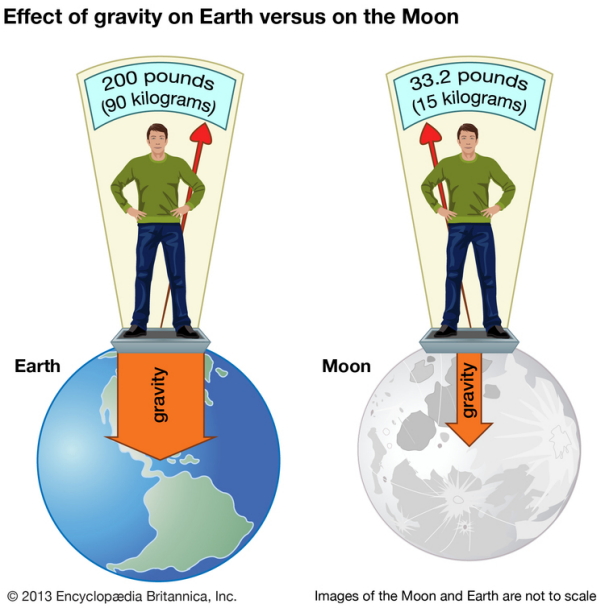
Spacecraft and satellites travel around Earth in a similar way. So does Earth's moon. Earth's gravity maintains these objects in their orbit, and their speed keeps them from falling back to Earth.

When astronauts are inside a spacecraft in orbit, they experience weightlessness. The astronauts are suspended freely because they are traveling around Earth at the same speed as the spacecraft. But even though Earth's gravity does not pull them toward the floor—as it does on Earth—they have not escaped it. Earth's gravity keeps the astronauts in orbit, just as it does the spacecraft.



Newton's Law Of Gravity

Isaac Newton, an English scientist,



Images of the Moon and Earth are not to scale

discovered a law, or truth, about gravity in the late 1600s. Newton said that the force of gravity between objects depends on their mass, or the amount of material they contain. The greater the mass of an object, the greater is its force of gravity. For example, the sun, which has a mammoth mass, has a greater force of gravity than Earth, which has a much smaller mass. Even a speck of dust has a force of gravity. But its gravity is extremely small.

The force of gravity also varies based on the distance between two objects. The smaller the distance, the more powerful the force of gravity between them.

How does gravity pull things down to Earth?

By The Conversation, adapted by Newsela staff on 01.16.20
Word Count **796**
Level **880L**

Image 1. Everything in the universe has its own gravitational pull. When you throw an apple into the air, the Earth's gravity pulls it back down. But that's not the only thing that's happening: The gravity of the apple is also pulling on the Earth. Image by: Westend61/Getty Images

Gravity is a force, which means that it pulls on objects. Everything in the universe, big or small, has its own gravitational pull — even you!

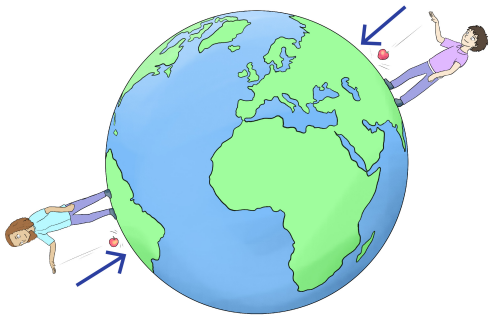
Isaac Newton was one of the first scientists to figure out how gravity behaves. Legend has it that Newton was sitting under an apple tree when an apple fell from it. He watched the apple fall to the ground and wondered why it didn't go up to the sky instead.

After many experiments, Newton determined that the force of gravity depends on an object's mass. An object's mass is how much matter, or material, the object contains. The greater an object's mass, the greater its force of gravity.

Newton also discovered that the pull of gravity between objects gets smaller the farther apart they are. Let's take a trip around our universe to see how gravity works.

A Game Of Soccer

First off, we'll go to the park and play a game of soccer. When you kick the soccer ball into the air, the Earth's gravity pulls it back down. But the soccer ball also has its own gravitational force. So when you kick the soccer ball, the gravity of the soccer ball is also pulling on the Earth.



The thing is, the Earth is more massive than the ball. This means that the Earth has a stronger gravitational force. So the Earth is unaffected by the pull of the ball, and the ball itself is pulled back down to Earth.

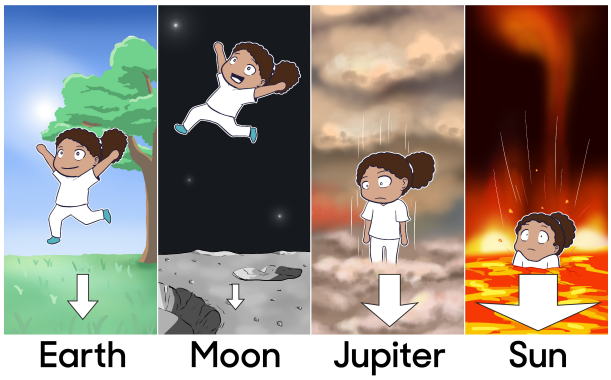
The Moon And Outer Space

Our next stop is outer space. The sun is much, much bigger and more massive than the Earth, which means it has a very powerful pull.

You might be wondering why all the planets don't just fall into the sun, the same way the soccer ball falls to Earth. The answer is that the planets are all moving. The balance between the force of gravity and the speed of their movement keeps them circling around the sun.

Now let's take a look at the moon. The moon shows how the pull of gravity is not the same everywhere. The Earth is much larger and more massive than the moon. This means that the force of gravity on Earth is stronger than the force of gravity on the moon.

Let's say that you're walking on the moon. Your mass stays the same on the moon as it was on Earth. But your weight changes. That's because an object's weight depends on its mass and the strength of the gravitational pull on the object. Because gravity does not pull as strongly on you when you're on the moon, you will weigh less on the moon than you do on Earth. The moon's gravitational pull also explains why you can jump higher on the moon than you can on Earth.



Watching The Tide Roll In And Out

Our final stop is back on Earth — the seaside. Sitting on the beach, you can watch the sea slowly getting closer and closer to you as the tide comes in. After some time, the sea seems to get farther away as the tide goes out. However, the sea isn't actually moving in and out — it's moving up and down. The water gets closer to you as the sea level rises. As the sea level drops down, the water gets farther away from you.

This is also an effect of gravity, and it's the moon's gravity that causes the tides. Unlike the soccer ball, the moon is massive enough to have an effect on the Earth. It's just a small effect, because the Earth is still much more massive than the moon. Still, it's enough to cause the tides. The pull of the moon causes the water level to rise, which we see as the tide coming in. As the moon rotates around the Earth, the tide goes out and the water level drops.

So why doesn't the sun cause enormous tides? We know that the sun is much bigger and more massive than the moon, so you might think it could pull on water as well. In fact, it does, but much less than the moon. Although the sun is much bigger than the moon, it is much, much farther away from the Earth. The pull of gravity gets weaker the bigger the distance between objects.

So the next time you go to the beach or kick a soccer ball around, you'll know that gravity is at play.

Chasing the Rainbow

In this activity, you will use a scientific process called "capillary action" to create a rainbow of your own!

Supplies:

- 6 clear cups or jars
- paper towels (the smaller "select your size" preferred)
- red, blue, and yellow food coloring (primary colors)
- water

Instructions:

Step 1: Arrange cups

Arrange all 6 cups in a circle, close enough that each cup touches the cups on either side.

Step 2: Prepare paper towels

If you have regular, full-size paper towels, you will want to cut 3 of them in half lengthwise to make 6 half size towels. To skip this step, you can use 6 of the "select your size" paper towels that are already half size.

Fold each of your 6 paper towels 3-4 times, lengthwise, to create thin strips. Place these strips into the cups so that each paper towel reaches across from the bottom of one cup into the bottom of the next cup.

Note: If your paper towels stick high up out of the cups, you'll want to trim them so that they just reach right over the tops of your cups. (see image for example)

Step 3: Set paper towels aside

Remove prepared paper towels from cups and set aside while you prepare the water.

Step 4: Fill 3 cups with water

Fill EVERY OTHER cup with water, so that you have 3 cups with water and 3 cups that are empty.

Step 5: Add food coloring

Add food coloring to each of the cups with water. Continue until you have a nice, deep color in each of the three cups. You should now have one cup of red water, one cup of blue water, one cup of yellow water. You will also have three empty cups between each colored cup.

Step 6: Place paper towels in cups

Place the paper towels back in the cups, as you did before, to ensure that each paper towel reaches across from the bottom of one cup into the bottom of the next cup.

Step 7: Wait and watch

Observe the paper towels closely as the colored water begins to travel up the paper towel, then down into the empty cup next to it. Continue to watch the empty cups as they begin to fill with the colored water of both neighboring cups. This mixing of the two primary colors, makes the originally empty cups fill with water of a secondary color. (Example: The empty cup between the red cup and blue cup will eventually fill with purple water.)

Step 8: Wait some more

Check what's happening throughout the day and even leave overnight to observe the next day. Eventually, you'll find that all 6 cups will contain the same amount of water.

How It Works

Capillary action is the process that allows water to move up into the roots of plants. Along with the processes of adhesion and cohesion, water is able to continue to move throughout a plant into its stem or trunk, branches, and leaves. Adhesion refers to the property of water molecules sticking to other surfaces. Cohesion refers to the property of water molecules sticking to other water molecules.

During the process of capillary action in this activity, the water begins to move against gravity, up the paper towel, because the water molecules are sticking themselves to the fibers of the paper towel (adhesion). The water molecules continue to move up and up because the other water molecules are sticking to each other (cohesion).

Snowstorm In a Jar

It may or may not feel very wintry you live, but either way, you can make your own snowstorm -- in a jar!

Supplies:

- baby oil (vegetable oil is OK but does have a yellowish hue to it)
- white washable paint
- Alka-Seltzer tablets (broken into pieces)
- jar, bottle, or vase (large enough to hold several cups of liquid)

Instructions:

1. Add 1 cup of water to the jar
2. Mix in 1 tsp of paint
3. Add the oil until liquid fills nearly to top of jar.
4. One at a time, drop the Alta Seltzer pieces into the oil.
5. Watch the snowstorm unfold!

How it works

There is some cool science going on here. The first concept is that the liquids in the jar have different densities. You'll notice that the oil sits on top of the water--that happens because it is less dense than the water. The paint has a different density as well.

The other thing happening is that a chemical reaction occurs when the antacid tablet is added to the jar. These tablets contain both an acid (citric acid) and a base (sodium bicarbonate). When the tablet dissolves in the water, the acid and base react, producing lots of bubbles that provide the 'snowstorm' effect. Look closely and you can watch the bubbles push the paint to the surface, where they pop!

Cloud in a Cup

How is it that some clouds produce rain while others do not? In this activity, we will create a cloud of our own to illustrate how this does (and sometimes doesn't) happen.

Supplies:

- large, clear cup or jar
- blue food coloring (in a dropper)
- shaving foam
- water

Instructions:

Step 1: Fill cup with water

Fill your cup 3/4 of the way full with water.

Step 2: Add shaving foam

Spray the shaving foam on top of the water until it rises slightly above the opening of the cup.

Step 3: Drop in food coloring

Slowly and gently, drop food coloring onto the top of the shaving foam.

Step 4: Observe

Eventually, you will add enough food coloring to begin to see the droplets fall through the shaving cream into your cup, mimicking rain!

How It Works

The water you added to the cup in Step 1 represents the atmosphere. When you added the shaving foam in Step 2, this represents a cloud where the air around it is able to continue to hold it up. The moisture that makes up a cloud is water vapor, and sometimes when the air around it warms up, that water vapor will slowly dissipate into the atmosphere causing the cloud to disappear. Otherwise, water vapor will continue to rise into the cloud, sticking together and causing the cloud to grow larger. As you dropped the food coloring, you were adding additional water vapor to the cloud. These particles continue to stick together until the particles (or droplets) get too big to stay suspended in the air and fall as rain!

Evaporation Crystal Hearts

These evaporation crystal hearts are sure to bring some sparkle to your day!

Supplies:

- construction paper
- scissors
- clear cups
- water (as warm as the tap will allow)
- salt
- measuring spoon
- tray or plate (to keep water from getting on table)
- optional: heart tracers

Instructions:

Step 1: Cut hearts

Have students cut out hearts from their construction paper. They can use tracers or free-hand. Hearts can vary in size (make sure they can fit on the tray or plate) and can be solid or open in the middle.

Step 2: Create a salt solution

Give students a clear cup of water that is as warm as the tap will allow. Have them begin spooning in salt (about a tablespoon at a time) and stirring their mixture. Students will continue to add salt until the salt will no longer dissolve into the water (saturated solution).

Step 3: Pour solution onto hearts

With the hearts on a tray or plate, have students pour their saturated salt solution over their paper hearts. Instruct students to pour *just enough* to cover the hearts.

Step 4: Wait

Allow the hearts to air dry until all of the water has evaporated.

Step 5: Be amazed!

Carefully remove hearts from trays or plates to observe the salt crystals left behind on the construction paper! Students can use hand lenses to closely observe the pattern left by salt evaporation crystals. Students should see squares with an x in the center.

How They Work

When salt is mixed into water, it looks like it disappears. However, even though you can't see it, it's still there! The salt is dissolving into the water to create a special type of mixture called a solution. When you reach the point where you add salt and it no longer dissolves, this means that your amount of water can't dissolve any more salt-- it has reached its limit. This is called a **saturated solution**.

Need proof that the salt didn't just disappear? Let's separate the salt and water by using the process of evaporation! When you leave your paper hearts out to dry, the water evaporates into the air, but the salt remains behind leaving your hearts beautifully decorated in the evaporation crystals of salt!

Extension: Did you know using other solutes like citric acid or epsom salt leave behind evaporation crystals with a different pattern? Try it out!

Magic Milk

This experiment produces an explosion of color from the safety of your kitchen. The chemical reaction between milk and soap is fun to watch and can be created with items found in most kitchens. Have fun!

Supplies:

- full-fat milk
- food coloring
- cotton swabs
- Dawn dish soap

Instructions:

Step 1: Start by pouring the milk into a baking dish or similar dish with a flat-bottom surface. You don't need much milk, just enough to cover the bottom.

Step 2: Next, add drops of food coloring to the top of the milk. Feel free to mix colors!

Step 3: Pour some dish soap into a small container and coat the tip of the cotton swab. Then gently touch the surface of the milk with the soapy cotton swab. Watch what happens! Continue to dip soapy cotton swabs to create additional effects.

How it works

Milk is made up of fats and proteins. When dish soap is added to the milk, the soap molecules move towards the fat molecules in the milk. This happens because both the soap and the fat molecules are hydrophobic, that is they are repelled by water and so tend to aggregate.

Of course, you wouldn't see all of this without the food coloring! The food coloring looks like fireworks because it's getting moved around as the soap moves towards the fats. This is what creates the cool bursts of color.

You can investigate further by conducting an experiment. All you need to do is change up one variable. For example, you could test what happens when using a different type of milk? Or perhaps change the temperature of the milk?

Participate in a Return to School Citizen's Planning Group

Standard Benchmark	**Civics 4a**: Students will develop and employ the skills necessary to work with government programs and agencies **Civics 4b**: Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.
Grade Band	6 - 8
Vocabulary	Cost Benefit Analysis

This lesson was developed by the University of Delaware's Democracy Project
~Modified and added to by CSD for use at home~

Directions:
Schools have been closed since March due to the coronavirus and will remain so through the rest of this school year. While online and at-home teaching and learning continue, schools and districts are now thinking about safe and effective ways to transition back into schools in the fall. In fact, leaders around the country are formulating plans as you read this.

Policymakers are interested in students' ideas about what the "return to school" plans should look like, as you were the ones experiencing many of the shifts from classroom to at-home learning. There are five specific return issues that they want you to consider.

Scenario: Your school board announced plans to set up a youth-citizens group to begin planning for students to return to school in the fall of 2020. You and members of your class are asked to serve and contribute ideas for the return to school plan. They hope that students can come up with great ideas that they have not thought about. In this activity, your task is to create recommendations for the "return to school" plan with an opportunity to suggest some or all of them to members of your principal or school board members.

ACTIVITY 1:
Read through the "Issues" and use the questions to guide you to come up with your ideas – Make sure each question is addressed. You should come up with at least two ideas (recommendations) for each of the 6 issues (Social distancing, Learning Loss, Safety, Event Planning, Extra-Curricular Activities, Plan B Group).
The issues that you have been asked to consider appear below.

Issues to Consider and Required Elements of this Return to School Plan

- **Social Distancing** – experts from the field of medicine believe that the coronavirus will still be around in the fall and that social distancing will be necessary to ensure that it does not spread. Among the matters to consider are: will all grades return every day; the numbers of students who may be in classes, on busses, in the cafeteria for breakfast and lunch, in hallways before and after school as well as between classes; how to prevent crowds entering and leaving the school building at the beginning and end of a school day; a school-wide hall pass policy that limits the number of students in the hallways; staggered bell schedules etc.
    - How should a return to school plan address the issue of social distancing?
- **Learning Loss** – Learning loss is a term used to describe the phenomenon whereby students forget what they learned due to being out of school for an extended period of time. It can also refer to content that was not covered because schools were closed. In many cases, less learning occurred during the time when schools shifted to online instruction, and when schools decided not to move forward with "new learning". Additionally, many students may not have had access to laptops or the internet while others did. As a result, those students were unable to participate in online learning sessions. Therefore, there may also be gaps in how much was learned between the "hads" (had technology) and the "had nots" (did not have technology).
    - How should a return to school plan address the issue of learning loss?
- **Safety** – we should assume that the coronavirus will still be around and that we will not know definitely know who has had it, who has it, and who does not have it. In addition to social distancing, what other measures might be put in place

to limit chances that the virus will spread throughout the school building (e.g. require masks, testing negative, taking temperatures, handwashing, sanitizing the building and busses, borrowing of school supplies such as pencils, trading food/snacks etc.)?
    - How should a return to school plan address the issue of safety?
- **Event Planning** - there are many events that take place during the school year such as dances, proms, graduations, awards nights etc. Some students are missing-out on those this year. Should they be rescheduled? You also have to think about events that will normally occur next school year.
    - How should a return to school plan address the issue of event planning?
- **Extra-Curricular Activities** – in addition to scheduling classes, any return to school plan must include recommendations for extra-curricular activities such as sports and clubs. Some sports can pose higher risks of spreading due to close contact, perspiration etc. In addition, will fans be permitted to attend any activities that might be held?
    - How should a return to school plan address the issue of extra-curricular activities?
- **Plan B Group** – smart citizens always have a Plan B in mind. What if schools cannot re-open? Based on what you are experiencing during school closure this semester, what recommendations do you have if schools remain closed in the fall? Focus on the following issues:
    - test everyone at the beginning of the year to determine what they know or skip the testing and begin teaching on day 1?
    - continue online learning or use packets of lessons sent to students?
    - let teaching proceed as if it is a normal school year or pick-up with the content where schools left off when schools closed back in March?
    - grade work or pass-fail?

ACTIVITY 2:

Before you decide on which final recommendations to make, do a cost-benefit analyses for each idea. What will the costs of each recommendation be, and what will the benefits be? Use the results of your cost-benefit analyses to decide what to recommend and how to support each recommendation. This can be completed in the charts on pages 2, 3, & 4.

COST / BENEFIT ANALYSIS

Cost = what you give up when you decide to do something

Benefit = something that satisfies your wants

From: https://en.wikipedia.org/wiki/Cost%E2%80%93benefit_analysis

Cost–benefit analysis (CBA), sometimes also called benefit–cost analysis or benefit costs analysis, is a systematic approach to estimating the strengths and weaknesses of alternatives used to determine options which provide the best approach to achieving benefits while preserving savings (for example, in transactions, activities, and functional business requirements).[1] A CBA may be used to compare completed or potential courses of actions, or to estimate (or evaluate) the value against the cost of a decision, project, or policy. It is commonly used in commercial transactions, business or policy decisions (particularly public policy), and project investments.

CBA has two main applications:[2]

1. To determine if an investment (or decision) is sound, ascertaining if – and by how much – its benefits outweigh its costs.
2. To provide a basis for comparing investments (or decisions), comparing the total expected cost of each option with its total expected benefits.

The following is a generic cost-benefit analysis that you might find helpful to determine your best ideas / recommendations:

1. Define the goals and objectives of the action.
2. List alternative actions
3. List stakeholders
4. Select measurement(s) and measure all cost and benefit elements.
5. Predict outcomes of costs and benefits over the relevant time period.

ISSUE: SOCIAL DISTANCING

Idea / Recommendation #1: _____

Cost of the Recommendation	Benefit of the Recommendation

Idea / Recommendation #2: _____

Cost of the Recommendation	Benefit of the Recommendation

ISSUE: Learning Loss

Idea / Recommendation #1: _____

Cost of the Recommendation	Benefit of the Recommendation

Idea / Recommendation #2: _____

Cost of the Recommendation	Benefit of the Recommendation

ISSUE: Safety

Idea / Recommendation #1: _____

Cost of the Recommendation	Benefit of the Recommendation

Idea / Recommendation #2: _____

Cost of the Recommendation	Benefit of the Recommendation

ISSUE: Event Planning

Idea / Recommendation #1: _____

Cost of the Recommendation	Benefit of the Recommendation

Idea / Recommendation #2: _____

Cost of the Recommendation	Benefit of the Recommendation

ISSUE: Extra-Curricular Activities

Idea / Recommendation #1: _____

Cost of the Recommendation	Benefit of the Recommendation

Idea / Recommendation #2: _____

Cost of the Recommendation	Benefit of the Recommendation

ISSUE: Plan B Group

Idea / Recommendation #1: _____

Cost of the Recommendation	Benefit of the Recommendation

Idea / Recommendation #2: _____

Cost of the Recommendation	Benefit of the Recommendation

ACTIVITY 3:

What are your final recommendations? Fill out the recommendation sheet (page 6). Make sure to describe, stipulate and be precise in your recommendations. Use the cost benefit analysis to support your recommendations.

RECOMMENDATIONS FOR RETURN TO SCHOOL PLANNING

Issue: _____

The Recommendation: _____
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Issue: _____

The Recommendation: _____
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Issue: _____

The Recommendation: _____
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Issue: _____

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Issue: _____

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Issue: _____

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