

We're here to help: visit the PPLD Brain Fuse help line if you need help with any assignments. Click [here](#) for the directory.
Student login: · Username = network username · Password = birth date/month (for example 1225 for December 25th)

Possible Schedule

Please use this if you feel it is helpful to structure your child's day.
If you have access to technology you can use it with any of the online resources/activities from the list below.

Work in small intervals with movement breaks as needed

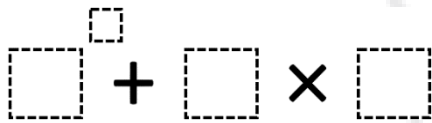
- **Set the stage** (15 minutes)
 - Look through the menus, gather any materials you might need, and set learning goals for the day.
- **Distance learning** (3-4 hours)
In a home environment typically, learners spend approximately three to four hours per day working on learning in the following areas:
 - **Math**
 - **English Language Arts**
 - **Science**
 - **Social Studies**
 - **Visual & Performing Arts/Physical Education & Dance**
 - **World Languages**
- **Break/Snack/Movement/Reflection** (60 minutes)
 - Follow the lead of your child and take breaks as needed.
 - Eat lunch and take time to get outside or move around inside.
 - Reflection on learning to deepen understanding and connections in topics
([Click Here](#) for reflection ideas).

Important Information

- Each day of distance learning students may choose at least **one** activity from each subject area (Math, English Language Arts, Science, Social Studies, Visual & Performing Arts, and World Languages).
 - **OR:** Students can design their own choice board on the blank copy linked below.
 - **OR:** Students can log in to Khan Academy and explore different topics. There is a document linked at the end of this to track this learning if you choose to.
- Students will benefit from engaging with academic materials daily in order to maintain skills. We also recognize that learning at home provides opportunities that the classroom may not and encourage families to capitalize on those experiences as well.
- Set goals: setting daily goals with your learner for what will be accomplished daily can help to make tasks meaningful and build confidence and learning.
- You do not need to complete all of the activities, and we recognize that not every activity is the best fit for every child. Please feel free to use combinations of menu items from different grade levels to meet learner needs.
- You may also use any of the digital resources at the end of these menus and within the additional pages at d11.org/distancelearning (such as virtual field trips, gifted and talented, etc.) as a supplement if your child has access to technology.
- For more sample schedules to fit your family [Click Here](#)
- For daily goals pages to log learning choices [Click Here](#)
- For a daily learning log [Click Here](#)

Each day, select a menu item or items to continue your learning.

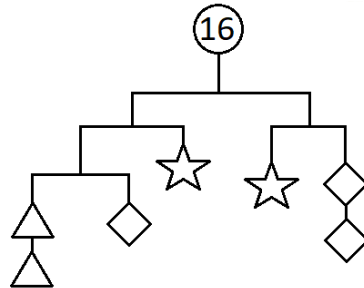
Using the digits 3, 5, 7, and 9 at most one time each, place one digit in each box to create an expression with the largest possible value.
How did you decide where to place each digit?



More at openmiddle.com

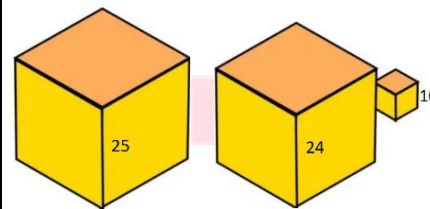
Mobile Math

The mobile shown here has a total value of 16 and the values of its left and right sides are perfectly balanced. What must be the values of each shape?



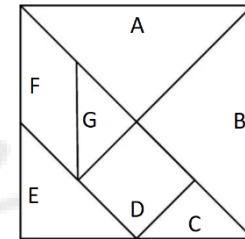
More at solve.me.edc.org

Would you rather have one cube of gold that is 25 units long on each edge or two cubes of gold, one that is 24 units long on each edge and the second that is 10 units long on each edge? Explain your answer.



More at wouldyourathermath.com

What fraction of the whole tangram square is each lettered region? Record your thinking process so that you could convince anyone that you are correct.



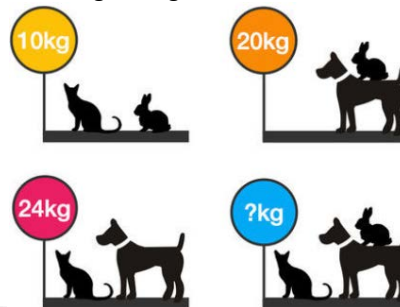
More at fractiontalks.com

Which One Doesn't Belong? (WODB)
Can you make an argument for why each number in the grid should not be included with the other three numbers?
Which number is the most challenging for you to make an argument?

32	64
81	144

More at wodb.ca

Notice how much each pair of animals weighs. How much must the cat, dog, and rabbit weigh altogether?



More at puzzlefry.com

I am thinking of two, different fractions where the numerators and denominators are all even numbers.
When I multiply these two fractions, and then simplify the product, I get an odd number as the answer.

$$\frac{\text{Even \#}}{\text{Even \#}} \times \frac{\text{Even \#}}{\text{Even \#}} = \text{Odd \#}$$

Create some examples of what my fractions could be.
What must always be true about the numerators and denominators of my two fractions?

Emoji Math
What is the value of the last row?

$$\begin{aligned} \text{😊} + \text{😊} &= 14 \\ \text{😍} \times \text{😊} &= 42 \\ \text{😍} + \text{😂} &= 8 \\ \text{😂} \times \text{😊} &= ? \end{aligned}$$

More at solveemoji.com/

Finished or want more options? Check out these links for more learning opportunities:

Khan Academy Math: [Grade 6](#) [Grade 7](#) [Grade 8](#) [Algebra I](#)

Each day, select a menu item or items to continue your learning.

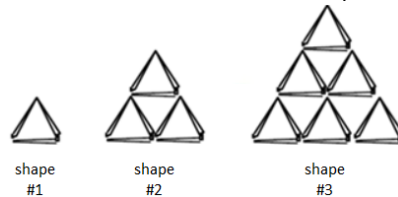
Would you rather drive a car at a rate of 40 kilometers per hour or drive a car at a rate of 15 meters per second? Explain your answer.



Recall that 1,000 meters = 1 kilometer.

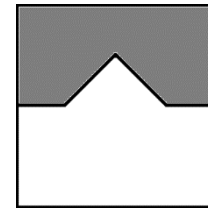
More at wouldyourathermath.com

Here is a pattern of growing shapes. Shape #1 is made from 3 sticks, shape #2 has 9 sticks, and shape #3 has 18 sticks. If shapes #4 through #24 continue growing following this same pattern, how many sticks will be needed to make shape #24?



More at visualpatterns.org/

Create a convincing argument for what fraction of the square is shaded gray. State clearly all the assumptions you need to make based the picture.



More at fractiontalks.com

Convince yourself that the mean, the median, the mode and the range for this data set are all equal to the same value:

2, 5, 5, 6, 7

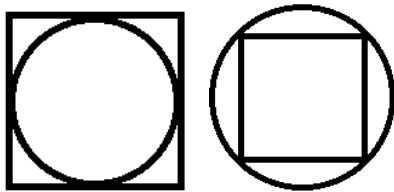
Experiment with creating other sets of five, positive, whole numbers so that mean = median = mode = range = N where N is any positive number you choose. For example, create some data sets of five numbers so that mean = median = mode = range = 100

More at wild.maths.org

Make a convincing argument based on ratios for which gives a tighter fit:

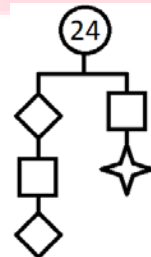
- a square peg in a round hole or
- a round peg in a square hole.

State clearly all the assumptions you need to make based the pictures.



More at plus.maths.org

The mobile shown here has a total value of 24 and the values of its left and right sides are perfectly balanced. Choose a value for the star and find values for the other two shapes. Repeat this with different values for the star. If star = N , then what do the other shapes equal?



More at solveme.edc.org

Using the digits 1- 9, at most one time each, to fill in the boxes to make each expression equal to a perfect square number.

$$18 \times \square \times 2$$

$$\square \times 14 \times \square$$

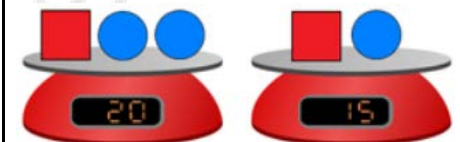
$$\square \times 15 \times 3$$

$$2 \times \square$$

$$6 \times \square \times 2 \times \square$$

More at openmiddle.com

A block and two balls together weigh 20 units while a block and one ball weigh 15 units. Make an argument for how much a block weighs by itself.



More at brilliant.org

Finished or want more options? Check out these links for more learning opportunities:

Khan Academy Math: [Grade 6](#) [Grade 7](#) [Grade 8](#) [Algebra I](#)

English Language Arts Choices

Each day, select a menu item or items to continue your learning.

Standard 1: Oral Expression & Listening	<p>Choose a family member and create a fictional life for them. Introduce this person to other members of your family or pretend like you are introducing them to a large audience.</p>	<p>Find any image you would like from around the house or online. Tell another family member what you like about the image and why it is meaningful. Describe the story behind the image.</p>	<p>Choose items from around your house and make a commercial for them. Convince someone to purchase your product in a 30 second to 1-minute commercial. Explain why it is so awesome and why they should purchase it.</p>
Standard 2: Reading for All Purposes	<p>Log in to ConnectED: StudySync and complete reading assignments your ELA teacher has assigned digitally.</p>	<p>Read a short article and make a list of at least 5 words that you don't totally understand. Look up the meaning of the words in a dictionary or online. Teach your family members these new words.</p>	<p>How many different forms of text can you find in your home (advertisements, pictures, music, etc.)? Pick two texts to compare/contrast. Think about the format, audience, topic, and purpose. Create a Venn diagram describing the two texts.</p>
Standard 3: Writing & Composition	<p>Watch your favorite T.V. show. Write a script of the next episode. Include setting and dialogue.</p>	<p>Find 5 random objects in or around your house. Write a short story that includes all of these items. Remember to create characters and paint a picture in your reader's mind.</p>	<p>Think of something that you are really good at (swimming, reading, dancing, etc.). Write a manual that teaches someone else how to do this activity.</p>
Standard 4: Research Inquiry & Design	<p>Choose a topic (e.g. basketball, dogs, Mount Everest). Write as many questions as you can think of about your topic. What are the best resources to answer your questions? Answer as many as you can.</p>	<p>Find 2 articles on a news topic from different publications (or find a news article and an opinion piece on the same topic). Make a Venn diagram comparing the similarities and differences. Teach a family member about your topic.</p>	<p>What do you think is the biggest problem in your school or our city right now? Design a plan to fix this problem. How have other people fixed similar problems? What resources would you need to be successful?</p>

Don't have the text you want to use at home? Check out these resources for online text access:

[Pikes Peak Library District Cybershelf](#) [D11 Library Destiny Follett](#) [StorylineOnline](#) [PebbleGO](#) [Britannica Online](#)

Science Choices

Each day, select a menu item or items to continue your learning.

Sixth Grade: Astronomy

<p>Create a chart or model of the night sky showing the relative location of the moon at a few different times each evening for at least a week. Use something like Pikes Peak to identify its relative location to limit errors. On the chart, indicate the time, the moon's approximate location, and pay particular attention to the relative shape of the moon each evening and record visible changes.</p>	<p>Unfortunately, many people think that the seasons are solely the result of how close or far away the Earth is away from the sun. However, as we are now entering Spring, places like Australia are entering Fall (Autumn). Create a detailed drawing or model that demonstrates how the seasons actually occur.</p>	<p>Describe how you think an astronomer can tell the difference between a planet, a star, and a flying object such as a plane during the night sky without using a telescope. What do you think are the key differences? Then, observe the night sky to determine if you see any flying objects such as planes flying far away or planets. Describe how you know they are not stars. Remember, there are millions of stars.</p>	<p>(Relates to forces and motion as well) Materials needed: A straight soda straw, a thin piece of string at least 6 feet, some tape, and a balloon. Thread the string through the straw, and tie one end to something or have someone hold it. Tape the draw to an untied inflated balloon. Release the balloon from one end of the string, and measure the distance traveled based on the amount the balloon is inflated to simulate a rocket.</p>
<p>Use your chart or model from your moon observations to make predictions about what you think the moon will look like over the next week and where the moon will be in the night sky at certain times. Compare your predictions with new observations.</p>	<p>Gravity, a force that pulls us towards the center of the Earth, plays a significant role in our lives. Describe how gravity changes depending on the size of the object. For example, how would gravity affect you on the moon versus Jupiter or Mars. Then, describe how the Sun uses gravity to manage our Solar System.</p>	<p>Pretend your family and you have decided to live on the moon for a year, build a model or make a drawing that represents the things you would need for a happy settlement and survive easily. Be sure to identify things that are critical due to the lack of an atmosphere on the moon.</p>	<p>Want a challenge? Build your own solar system using this website (requires Java for the best outcome). Put your thinking cap on, and enjoy! If you are on an iOS device (Apple), download the Apple Number Spreadsheet.</p>

Seventh Grade: Cells & Cellular Processes

<p>Draw a diagram or create a model of a cell that specifically identifies the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall. Then, explain what role each of the parts play in the function of a cell. Notice: chloroplasts are only in certain types of cells.</p>	<p>Explain the main differences between animal and plant cells. Specifically address the importance of how the sun interacts with chloroplasts. Are there any other major differences? What about similarities?</p>	<p>Use the site to simulate building an animal and a plant cell. Be sure to chart your completed Venn Diagram at the end to demonstrate your completion.</p>	<p>Cell Craft Game by Carolina that requires Adobe Flash Teaches you about the power of mitochondria and ATP (energy).</p>
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<p>Shrinking cells: Fill two glasses half full with warm water. Then, place 3 tablespoons of table salt into 1 of the glasses, mixing it well. Place an equal sized slice of carrot into each glass. Cut a 3rd slice the same size, but do not place it into water. Make a prediction about what will happen. Leave them overnight and record your observations. How do the two carrots in each of the glasses compare to the 3rd carrot?</p>	<p>Osmosis: Fill three small bowls with room temperature water. Add 2 tablespoons of salt to one bowl, 2 tablespoons of sugar to the second and nothing to the third. Place one slice from the center of a potato in each bowl. Remove the slices after 30 minutes to examine them. Record your observations. The potato cells have more sugar than salt, so what do you think caused the potato slice soaked in the sugar water to feel different?</p>	<p>If your family was a cell, what role would each family member play in that cell and why? Be sure to include key parts such as the cell membrane, the nucleus, the mitochondria, and the cytoplasm.</p>	<p>Cell Structure using a virtual microscope on Gizmos Ever wanted to learn how to use a microscope to look at a tiny cell? Here is your chance... click here</p>
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Eighth Grade: Weather, Climate, & Human Impact

<p>Explain the key differences between climate and weather. What are some of the major factors of climate? If you check the temperature, wind speed, and clouds in the sky, are you checking the weather or the climate, and why?</p>	<p>Many experts argue that water is a precious resource that is used irresponsibly in many ways. This can have a big impact on our fresh water supply. What are some ways that humans can make simple changes to their lifestyles, while preserving our fresh water supply?</p>	<p>There has been a rise in global temperatures over the last century. Describe some ideas on why you think this is happening, and create a list of five questions you would like to be answered about what may have caused this.</p>	<p>“Correlation does not necessarily imply causation” is an important phrase that scientists use to describe situations that occur. What do you think this phrase means, and how does this relate to weather and climate?</p>
<p>Clouds play an important role in our weather. Go outside and draw pictures of the clouds at that time. Try to look in the same place a few times a day over the week to see how things are changing, if at all. Describe some patterns among your observations, especially relating to the weather.</p>	<p>Greenhouse Effect Gizmo Investigate the heat flow in and out of a system to track changes over time. Click here.</p>	<p>Weather Map Gizmo Learn about the difference between a high pressure system and a low pressure system, while learning about the standard symbols used in meteorology. Click here.</p>	<p>Describe several reasons why it is important for us to learn about the <u>science</u> of climate change and not just the topic of climate change. Remember to think like a scientist in your response.</p>

Finished or want more options? Visit [Science News for Students](#) for great articles and visit [CU Boulder’s PhET Simulations](#) to explore various natural phenomena. Also, check out the digital learning links in this document.

Social Studies Choices

Each day, select a menu item or items to continue your learning.

Sixth Grade: Ancient World

Journaling as a Historian: 30 years from now, historians will be searching for primary sources to understand students during the current events of today. You can help them by creating primary sources for them to analyze today. Your job, and the purpose of the journal, is to **document** the changes you **observe** for yourself, your family, your friends, and your community, as they respond to this pandemic. Respond to one or more of these points or questions of your own, each day with writing, drawing, audio recording, or a media of your choice.

1. *What did the government announce/declare/implement today?*
 - *Does it make sense?*
 - *Does it impact your life? Why or why not?*
 - *How did your family respond?*
2. *What is open in your neighborhood? What is closed?*
3. *What does your neighborhood look like? Are people walking around?*
4. *How is today different from yesterday for you, your family, our nation, the world?*
5. *What routines are you repeating? What routines are not working for you?*
6. *Did you see anything today that gave you hope? Anxiety? Fear? (In person, in the news, or on social media?)*
7. *What does your family need today that you might not have, have enough of, or have no access to acquire?*
8. *What do you and your family have that others may need?*

What kind of entrepreneur would you like to be? Do you want to be like Phil Knight? Bill Gates? Mark Zuckerberg? What do they have in common? Learn more about how an entrepreneur begins their career by identifying a good or service that people don't yet know that they want and are will to buy. Read [this article](#) from the Dallas Federal Reserve Bank to learn more. If you already know what type of business that you would like to start, describe your idea and the steps that you will need to take to bring it to market. Consider how you will advertise your product so that people will want to buy it.



Origins of Government: You and your friends have settled on an island that does not yet have a government. You are now in-charge of designing this government. What are your first steps? How will the governments of the Ancient World influence your design elements? What parts of the Ancient World do you want to have in the present? Why? What new ideas about government do you want to add? Why?



Wonders of the Ancient World: What were the 7 Wonders of the Ancient World? Would they be so wonderous today? Read [the article](#) from Encyclopedia Britannica and decide for yourself. Then consider, if we had 7 Wonders of the Present World, what would they be and why did you choose them? Share your thinking with a friend or adult.

Mapping the Seven Wonders: Create a map that includes the Seven Wonders of the Ancient World, including latitude and longitude. Now make a map of your Seven Wonders. How are these maps the same? Different? What patterns do you notice?

An Excellent Adventure: Choose the four individuals from the Ancient World that you would bring to class to explain why they defined a turning point in history. What would they say? Make a comic strip, video, or song to share your thinking.

Seventh Grade: Middle Ages to Absolute Monarchy

Journaling as a Historian: 30 years from now, historians will be searching for primary sources to understand students during the current events of today. You can help them by creating primary sources for them to analyze today. Your job, and the purpose of the journal, is to **document** the changes you **observe** for yourself, your family, your friends, and your community, as they respond to this pandemic. Respond to one or more of these points or questions of your own, each day with writing, drawing, audio recording, or a media of your choice.

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 - *How did your family respond?*
2. *What is open in your neighborhood? What is closed?*
3. *What does your neighborhood look like? Are people walking around?*
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7. *What does your family need today that you might not have, have enough of, or have no access to acquire?*
8. *What do you and your family have that others may need?*

Globalization of Economy: More than ever before, consumers purchase goods and services that are developed and made by entrepreneurs who live all-over-the world. Read [this article](#) from the Federal Reserve Bank of Dallas to learn about the globalization of goods and services and its effects on our economy and your choices as a consumer. Do you think that globalization benefits you personally? Why or why not? Share your thinking with an adult or by creating a political cartoon.



Origins of Government: You and your friends have settled on an island that does not yet have a government. You are now in-charge of designing this government. What are your first steps? How will the governments of World History influence your design elements? What parts of the Ancient World do you want to have in the present? Why? What new ideas about government do you want to add? Why?



Explorers: What are the common traits of an explorer? Make a list of 4-5 explorers who you admire and why you admire them (Read [this article](#) from Encyclopedia Britannica if you need some ideas). What do they have in common? Which of these traits would you like to make your own? Draw a picture of how you would use these traits to pursue a goal that you have for the future.

Mapping Your Explorers: Make a map that shows the journey for each of your explorers and include your own journey. Be sure to include latitude, longitude, a legend, and a compass rose.

An Excellent Adventure: Choose the four individuals from World History that you would bring to class to explain why they defined a turning point in history. What would they say? Make a comic strip, video, or song to share your thinking.

Eighth Grade: American History

Journaling as a Historian: 30 years from now, historians will be searching for primary sources to understand students during the current events of today. You can help them by creating primary sources for them to analyze today. Your job, and the purpose of the journal, is to **document** the changes you **observe** for yourself, your family, your friends, and your community, as they respond to this pandemic. Respond to one or more of these points or questions of your own, each day with writing, drawing, audio recording, or a media of your choice.

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3. *What does your neighborhood look like? Are people walking around?*
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5. *What routines are you repeating? What routines are not working for you?*
6. *Did you see anything today that gave you hope? Anxiety? Fear? (In person, in the news, or on social media?)*
7. *What does your family need today that you might not have, have enough of, or have no access to acquire?*
8. *What do you and your family have that others may need?*

International Trade: How do natural resources from one part of the world end-up in a manufacturing plant in a different part of the world to then be sold to you here in Colorado Springs? Read [this article](#) from the Federal Reserve Bank of Dallas to learn how international trade developed over-time and who contributed to this development and why. Is there an opportunity cost for specialization? What role do tariffs play in international trade? What do you think international trade should do? Share your thinking with an adult, then make a poster or political cartoon to explain your ideal to others.



Origins of Government: You and your friends have settled on an island that does not yet have a government. You are now in-charge of designing this government. What are your first steps? How will the founding of the United States government influence your design elements? What parts of the Ancient World do you want to have in the present? Why? What new ideas about government do you want to add? Why?



Underground Railroad: How do images and text contribute to your understanding of the Underground Railroad? Read [the articles](#) and evaluate the images from Encyclopedia Britannica for further resources if you need them.

Name That State: Test your knowledge of our states with this quiz from the Bureau of Labor Statistics, [Click Here.](#)

An Excellent Adventure: Choose the four individuals from American History that you would bring to class to explain why they defined a turning point in history. What would they say? Make a comic strip, video, or song to share your thinking.

Finished or want more options? Check out these links from D11 for more learning opportunities: [iCivics](#), [National Museum of American History](#), [National Museum of African American History & Culture](#), [National Museum of the American Indian](#)

World Languages

Each day, select a menu item or items to continue your learning.

<p>Standard 1: Communication</p>	<p>Write ten questions using vocabulary words from one of your units. Interview a classmate over the phone or another platform and record their answers. Write complete sentences. Send this to your teacher for feedback.</p>	<p>Write an email to a classmate in the target language. Describe your day and what is going on in your life. If you look up new words highlight them for your friend. Ask them to respond to you by email. Research the correct way to address a friend in your target language.</p>	<p>Use a way to communicate with a classmate online so you can see each other. Play scrabble with your classmate in the target language. You decide whether or not you can use dictionaries or how many words you can look up. Be sure to play Scrabble in your target language! Take a picture of the board when you are done.</p>
<p>Standard 2: Culture</p>	<p>Take a familiar tune from one of your favorite artists and make a song about a grammar topic or vocabulary in one of your units. Be prepared to either sing your song. Record yourself singing and send it to your teacher for feedback.</p>	<p>Find a simple recipe in your target language. Do a cooking demonstration for someone in your household in the target language. Create a survey for them to rate your meal creation. Be sure to find a recipe that connects to your target language culture.</p>	<p>Choose a target language country. Do some research about that country regarding: population, family life, money, leisure activities, school, etc... Create a 3-fold brochure listing these facts. Do as much as you can in the target language.</p>
<p>Standard 3: Connections</p>	<p>Google “grammar exercises in _____ (fill in your target language and level).” Complete five practices. Be sure to label them. Ask your teacher for feedback.</p>	<p>Create a set of picture flashcards for at least 20 vocabulary words. Write the vocabulary word on one side and draw an illustration of it on the other. Use paper or an online flash card program.</p>	<p>Complete the square above and now create the same brochure but make it reflect your culture. Highlight which aspects you prefer in each culture. Share with a classmate or your teacher.</p>
<p>Standard 4: Comparisons</p>	<p>Create a crossword puzzle with 15 vocabulary words from one of your units. You can do your clues in target language. Include both the finished puzzle and the answer key for teacher feedback</p>	<p>Create a magazine or newspaper ad for a store in your target language. Have 10 products for sale related to a current unit. Include a picture, brief description and price for each item! Watch out – they don’t use dollars!</p>	<p>Create a free Duolingo account at duolingo.com Be sure to practice 30 minutes a day in your target language.</p>

Visual & Performing Arts: Music



Colorado Springs Schools

Inspire every mind.

Each day, select a menu item or items to continue your learning.

Expression of Music	Record yourself playing or singing one of your favorite songs. Play it back and listen to your performance. What did you do well and what needs improvement? Are you singing or playing the right pitches and rhythms? Can you understand the words? Write down these thoughts in a journal so that you can track your progress.	Search for one of your class songs on JW Pepper . Play or sing along with the recording and see if you can hold on to your part while hearing all the other parts are being played or sung. Please note that not all of your songs will have a recording.	Perform a song you know or have in your folder. Try to perform the song in a widely contrasting style. (Jazz, Country, Pop, etc.) Compare and contrast the musical elements used in both renditions of the song. Write these thoughts in a journal.	Sing or play a song you know. The first time, sing or play it Legato. The second time, sing or play it Staccato. The third time, play it Marcato, and the Fourth time, play it slurred. Finally, play it a way that incorporates all four of these articulations. Which way did you like performing it and why? Write these thoughts in a journal.
Creation of Music	Write a 15 second commercial jingle using your favorite household item. It could be a hair dryer, toy, can opener, toilet paper, etc. It should be something that you use often and couldn't live without. Search for a visual aid online to support the product you are singing about or create your own visual.	Compose and record a piece of music using Incredibox . Within the song, utilize ternary form (ABA) and at least four different colors. Add a bridge section to your music using one of the loop combination achievements available. Record this song and play it back for a family member.	Write a 12-bar piece of music using each of the rhythms below at least one time. Whole note, half note, quarter note, eighth notes, and sixteenth notes and their corresponding rests. Use blank sheet music or create your own.	Using whole notes, half notes, quarter notes and their rest equivalents, compose a 4-bar phrase. Perform your music with your instrument or by clapping/singing.
Theory of Music	Go to MusicRacer Select the 'Note Names' game. Select your instrument and play level A. For Choir students soprano, alto, and tenor voice choose violin. Baritones and basses chose Cello.	Go to Sight Reading Factory and click on the red button "Try if for Free". Select either voice, or your area of instrumentation. (Example: Strings, then Violin) Play or sing the given example on the screen. Select either Level 1, 2, or 3. Then select your key signature and time signature. Practice sight reading by singing or playing along.	Transcribe 12 measures of a technically demanding passage in your music, notating notes, rhythms, articulations, dynamics, and markings denoting artistic expression.	Listen to a piece of music you enjoy. Write about the structure, does it have a recognizable form? What is its instrumentation? What tempo marking would you give the piece of music (i.e. Allegro, Adagio, etc.)? Describe three musical elements in detail. Write these thoughts in a journal.
Aesthetic Valuation of Music	Search for a new piece of music on JW Pepper . Listen to the recording and then find the same song being performed on YouTube . Compare and contrast the two performances. Write these thoughts in a journal.	Listen to a piece of "Classical" Music (Common Practice Era) and take an educated guess as to the year it was composed. Look up the composition year, were you correct? Identify three general traits of music written during this time period. Write these thoughts in a journal.	Pick a decade of popular music. Identify one song from each decade that speaks to you. Explain why you prefer the music from that decade. Write these thoughts in a journal.	Create a 10-track "Soundtrack for My Life" and describe why each tune describes an aspect of your life. Write these thoughts in a journal.

Visual & Performing Arts: Theatre



Colorado Springs Schools

Inspire every mind.

Each day, select a menu item or items to continue your learning.

<p>Create</p>	<p>Choose the most comfortable chair in your house, create a video of you reading a children's book to your grandchildren in the year 2070.</p>	<p>Think about your favorite musical. Research Tony Award winning musicals from 1947 to now. Create the storyboard for an original musical you want to write.</p>	<p>Keep a journal of your days at home. Think about how you might use your observations to create new characters.</p>	<p>Make something new. Write a song, write a poem, draw a picture, build something out of materials in your home, bake cookies from scratch. Create something new and post it or take a picture.</p>
<p>Perform</p>	<p>Go online and research Shakespeare. Visit MIT's Shakespeare Sonnet Library. Choose your favorite sonnet. Rehearse and recite this sonnet. Once you have it performance ready, record your performance and share with your family members. Post it on social media with your parent's permission.</p>	<p>Find a script online. Perform a monologue or scene. Have a family member help you, or you can play all the parts! Record your performance. Post it on social media with your parent's permission.</p>	<p>Write your own scene or monologue and perform your original for your family.</p>	<p>Choose a song from your favorite musical. Select three different characters. They could be specific characters (Dory from Finding Dory) or general characters (a villain). Sing the song three times, once as each different character. Perform all three for an audience or in front of a mirror. Pay attention to how each performance is different in speed, pitch and movement.</p>
<p>Critically Respond</p>	<p>Watch Andrew Scott's performance of the famous "To Be or Not to Be" soliloquy from Shakespeare's <i>Hamlet</i> presented by the BBC. Write down what stood out to you. What do you think this character is talking about? <i>What was interesting? What made sense? What questions do you have?</i> Write these thoughts in a journal.</p>	<p>Watch a video of a high school's play or musical on YouTube. Share your thoughts on it. Write these thoughts in a journal.</p>	<p>Watch a movie or TV show with your family. Write one or more connections you made between what you watched and what we learned in Theatre/Drama so far this year. Write these thoughts in a journal.</p>	<p>Is there a movie, book, or video game that you would love to see adapted to the stage? Talk to your family members about it and why it would be great on stage. After you have talked through this with someone, write a summary. Write this summary in a journal.</p>
<p>Technical Theatre</p>	<p>Design a costume for a show using clothes from your closet. Talk with a family member about the show and the costume you have designed.</p>	<p>Discover The Lion King Education Program. What is one aspect of behind the scenes production that you learned about? Write these thoughts in a journal.</p>	<p>Sing a song. Add costume and choreography from things you find in your home. Tell a family member about your song and technical theatre choices.</p>	<p>Do you have a favorite movie, television show, play or book? Select one and find 3 "props" from around your house that would fit into the world of your selected story. Write an explanation for each one. How does this fit? What character would interact with it? Why is this prop important? Write these thoughts in a journal.</p>

Visual & Performing Arts: Visual Arts



Colorado Springs Schools

Inspire every mind.

Each day, select a menu item or items to continue your learning.

<p>Observe and Learn to Comprehend</p>	<p>Research Monet and choose one of his paintings that speaks to you. What's the title of the painting you chose? Choose 4 elements of art and give an example of how Monet's painting shows these: color line, shape, form, texture, shape, and value. Where and how are these elements were used in the painting? Write these thoughts in a journal.</p>	<p>Choose two pieces of art from contemporary artists. Create a Venn diagram showing the similarities and differences between the elements of art used by the artists. Be sure to label the title of each of the sections. Describe at least 15 similarities and differences. Write these thoughts in a journal.</p>	<p>Watch an animated movie. Freeze the movie and look at the scene. What do you see in the setting that the artist had to think about? Describe how the artist used elements of art: line, shape, form, color, space and texture to create the landscape or background scene. Is it a successful piece of art? Why or why not? Write these thoughts in a journal.</p>	<p>Find a piece of art in your home that you consider to be artwork. Describe what the artwork is and then look at the elements of art. What elements of art did the artist use? Describe the lines, shapes, forms, textures, values and space used on the artwork. Write these thoughts in a journal.</p>
<p>Envision and Critique to Reflect</p>	<p>Search for images of "The Weeping Woman" and "The Guitar Player" by Pablo Picasso. Compare and contrast in a Venn diagram the emotions and symbols. Give at least 10 similarities and differences. Create this diagram in a journal.</p>	<p>Search for a poem that you like. Illustrate your poem using images that come to mind as you read. Be sure to include the writer and title of your poem. How might artists use songs and poetry to inspire them? Write these thoughts in a journal.</p>	<p>Choose an animated cartoon to watch on TV. Describe the elements of arts that the cartoonists used to make the cartoon come to life. Pause the cartoon and analyze one frame. What lines, shapes, colors and textures are used to make the art interesting? What else could the artist have used to make the cartoon even more fun to watch? Create a list of your findings. Draw a picture of your cartoon. Write and draw these thoughts in a journal.</p>	<p>Describe how you as an artist will create a piece of artwork showing the emotions you might feel after being allowed to go back to school. Draw a simple picture to help illustrate those emotions. Write and draw these thoughts in a journal.</p>
<p>Invent and Discover to Create</p>	<p>Research emojis. What are the meanings of different ones? Think about what emojis still need to be created. Create a new emoji for an emotion that does not already exist. Put a body on it, color it in and give it a name. When should people use this new emoji?</p>	<p>Search for a mythological story from many years ago. Read the story and create a drawing of the main characters in the myth. Be sure to put your character in a background. Why did you choose this myth? why it is one of your favorites? Write these thoughts in a journal.</p>	<p>Create a sculpture out of found objects in your house. Get your parents' permission to use these objects to create a piece of art. Create your artwork, take a picture and put the items back when you are finished. Draw a picture of your final piece. Give your piece a name and describe it in a journal.</p>	<p>If you could paint a mural in your room, what would it look like? Design a mural that you could paint in your room. Sketch out your design on paper and color it. Why did you choose the design you did? Write these thoughts in a journal and then share them with a family member.</p>
<p>Relate and Connect to Transfer</p>	<p>Research careers in art. If you wanted to become an artist, what type of artist would you want to be and why? Draw a picture of yourself as an artist doing that artwork. Describe your drawing. Write these thoughts in a journal.</p>	<p>Research the sculptures and artists of Colorado Springs. Look up some of their art they have created. Explain your findings, then design a sketch of a piece of artwork you would add to the city. What would it look like? What would you make it out of? Where would you want it displayed? Write and draw these thoughts in a journal.</p>	<p>Create a piece of art that asks for social change. Choose a theme. Ask your parents for suggestions of ideas if you are struggling. Using materials that you may have at home, make your social art piece. When finished, take a picture of your piece. Describe what you made and the meaning behind the piece. Write these thoughts in a journal.</p>	<p>Artwork can be found everywhere. Design a piece of art that you would like to see either at your school or in your community. Draw up the plans for this artwork. Describe where you would like to see it displayed. What purpose would it serve? Who is the artwork for? Write these thoughts in a journal.</p>

Physical Education & Dance

Each day, select a menu item or items to continue your learning.

Movement Competence and Understanding	<p>Watch a sporting event that demonstrates offense and defense. How are the players performing well offensively? How are the players performing well defensively? Write these thoughts in a journal.</p>	<p>Research motor skill development from infant to adult. Make a timeline of motor skill ability through the years from infant to adult. What is one major difference that you noticed? What surprised you about this timeline? When did the most changes in motor skill ability happen? Create the timeline and write these thoughts in a journal.</p>	<p>Create a movement routine with rotation, balance and a theme. Perform for your family.</p>	<p>Create a game that uses locomotor skills, object manipulation and an offensive strategy. Teach this game to your family and then play it at least twice.</p>
Physical and Personal Wellness	<p>Research the difference between muscular strength and muscular endurance. Create a guide on how to improve your muscular strength and muscular endurance. Follow your guide.</p>	<p>Research why people of different ages should have different fitness goals. Create a fitness plan for two different age groups. How are the plans the same? How are the plans different? Write these thoughts in a journal.</p>	<p>Get outside and participate in a fun, recreational activity with your family.</p>	<p>Why is it important to have flexible muscles? Identify 10 different flexibility stretches. Perform these stretches for a count of 10 and repeat 3 times.</p>
Social Emotional Wellness	<p>Print these Yoga Flash Cards. Choose six poses to practice. Hold each pose for 30 seconds to 60 seconds. Repeat 6 times. On the last round, think of something you are grateful for as you begin each new pose. *</p>	<p>Perform this Sun Salutation with a family member, following the coaching cards. Repeat 6 times. *</p>	<p>Make a list of ways that you could use positive encouragement towards others. Use this positive encouragement with others around you. How did that affect you? Write these thoughts in a journal.</p>	<p>Find a quiet place to sit in your house. Find a comfortable seated position. Breathe in for 6 counts, hold for 4 counts, breathe out for 6 counts, hold for 3 counts. Repeat 6 times.</p>
Prevention and Risk Management	<p>Research the rules of a sport. Make a list of these rules. Do these rules make for a safe environment? Would you change any rules to make it a safer environment? Which rule do you feel is the most important to keep a safe playing environment? Write these thoughts in a journal.</p>	<p>Investigate the safe practices for a sport that you have never participated in before. Create a list of these safety practices. Watch a video of someone performing this sport. Are they performing the sport safely? What safety practice do you notice right away in the video? Which safety practice do you feel is the most important in this sport and why? Share these thoughts with a family member.</p>	<p>Create a list of important safety factors for sport environment and sport equipment of two different sports. How do these sports compare? Are there other ways to keep the participants safe by using a different environment or different equipment? Write these thoughts in a journal.</p>	<p>Investigate any sports equipment that you have at home. Is it in good condition? Is it still safe to play with? What could be better about it? With this equipment could you invent a new piece of equipment that could be used safely? Share these thoughts with a family member.</p>

*Created with resources from OPEN: Online Physical Education Network

Want more ideas? Learning Opportunities:

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Create and Explore</p>	<p>Design and create a picture frame using materials from around your home. Draw a picture of your favorite invention to put in the frame.</p>	<p>Invent a contraption to help Little Red Riding Hood get her cookies to Grandma.</p>	<p>Two dimensions is having only the dimensions of height and width, like a square. Three dimensions is having height, width and depth, like a cube.</p> <p>This can be almost anything. It can be a representation of an object, a piece of artwork (realistic, or abstract), a mosaic, a color study, a picture from your favorite book?</p> <p>The idea is to keep it flat. Pretend like you are drawing or painting or taking a photograph but try to create it out of LEGO.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inquiry</p>	<p>If you could travel back in time three years and visit your younger self, what advice would you give yourself?</p>	<p>What does it take to be a good listener?</p>	<p>If you could make one rule that everyone in the world had to follow, what rule would you make? Why?</p>	<p>Would you rather...</p> <ul style="list-style-type: none"> ...own your own boat or your own plane? ...speak every language in the world or play every instrument? ...live in space or under the sea? ...have feet for hands or hands for feet?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Social/ Emotional Learning</p>	<p>Capture and write about five images that represent how you are feeling today.</p>	<p>Read a book and discuss moments of caring.</p>	<p>Design and teach a home exercise routine to your family.</p>	<p>Talk, write or draw about a time you showed, heard of, or received empathy.</p>

Want to design your own choice board? [Click Here](#)
 Want to finish designing some fun comics? [Click Here](#)

Are you working on Khan Academy Options and want to log your progress? [Click Here](#)
 Ready to see another part of the world? Take a virtual field trip. [Click Here](#)

Digital Learning Links

Click the words or picture to access these online resources

[Middle School Distance Learning Site](#)

[Khan Academy](#)

[Discovery Education](#)



Practice and instructional videos on a range of skills.



Educational videos, content creation, curation and more.

[ConnectED](#)



If you have never logged in off-site, check your password sheet sent home 3/13 or contact your classroom teacher for the username and password.

[Britannica Encyclopedia Online](#)



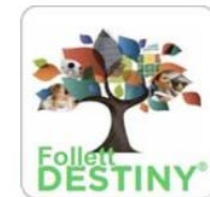
If you have never logged in off-site, check your password sheet sent home 3/13 or contact your classroom teacher for the username and password
(Username: network username, Password: network username)

[Pikes Peak Library District Cybershelf](#)



[Virtual Field Trips](#)

[Destiny Follett](#)



Parent/Caregiver Signature: _____

Date: _____



Printable Digital Learning Links

- Middle School Distance Learning Site: <https://www.d11.org/Page/12934>
- Khan Academy Site: <https://www.khanacademy.org/>
- Discovery Education Site: <https://bit.ly/2xk1nUB>
- ConnectED Site: <https://my.mheducation.com/login>
- Britannica Site: <http://school.eb.com/?target=%2Flevels>
- PPLD Cyber Shelf Site: <https://ppld.org/cybershelf>
- Virtual Field Trips: <https://www.d11.org/Page/13301>
- Destiny Library Site: <http://library.d11.org/>

