Grade 8 Teachers

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

Subject	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	**Essential questions: How do we navigate Schoology?** **Topic: Informational Text Analysis and Computer Literacy** **Forum:** Teams meeting and Schoology **Objectives:** Students will participate in a scavenger hunt learning the code of conduct, how to submit an assignment, and how to navigate through their classes. **Materials: PowerPoint and Schoology** **Skills:** Navigating and creating **Assessment:** Will be administered Week 3 **Standards:** CCSS.ELA-LITERACY.RI.8.2 **Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.** CCSS.ELA-LITERACY.SL.8.2	**Essential questions: Why is it important to have a growth mindset?** **Topic: Informational Text Analysis; Computer Literacy; Writing Argument** **Forum:** Teams Meeting and Schoology **Objectives:** Students will identify their type of mindset and will write, citing textual evidence. **Materials:** Youtube video – football don't quit; Schoology, Power Point **Skills:** Citing textual evidence, finding the central idea **Assessment:** Will be administered Week 3 **Standards:** CCSS.ELA-LITERACY.RI.8.2 **Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.** CCSS.ELA-LITERACY.W.8.1	**Essential questions: How do we navigate Vocabulary.com?** **Topic: Computer literacy and vocabulary development** **Forum:** Teams Meeting and Schoology **Objectives:** Students will learn how to use Vocabulary.com and compose compound sentences to illustrate mastery. **Materials:** Vocabulary.com, Schoology, and PowerPoint **Skills:** Define unfamiliar words using context clues; computer literacy **Assessment:** Will be administered Week 3 **Standards:** CCSS.ELA-LITERACY.L.8.4.A **Use context (e.g., the overall meaning of a sentence or paragraph; a**	**Essential questions: How do we navigate Vocabulary.com?** **Topic: Computer literacy and vocabulary development** **Forum:** Teams Meeting and Schoology **Objectives:** Students will learn how to use Vocabulary.com and compose compound sentences to illustrate mastery. **Materials:** Vocabulary.com, Schoology, and PowerPoint **Skills:** Define unfamiliar words using context clues; computer literacy **Assessment:** Will be administered Week 3 **Standards:** CCSS.ELA-LITERACY.L.8.4.A **Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function**	**Essential questions: How do we analyze informational text?** **Topic: Informational Text Analysis** **Forum:** **Objectives:** Students will read, annotate, and cite textual evidence on Newsela.com **Materials:** Newsela.com; PowerPoint **Skills:** Analyze Informational text; find the central idea, cite textual evidence **Assessment:** Will be administered Week 3 **Standards:** CCSS.ELA-LITERACY.RI.8.2 **Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.** CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. -Modifications as specified in IEP.	Write arguments to support claims with clear reasons and relevant evidence -Modifications as specified in IEP	word's position or function in a sentence) as a clue to the meaning of a word or phrase. Modifications as specified in IEP.	in a sentence) as a clue to the meaning of a word or phrase. Modifications as specified in IEP	-Modifications as specified in IEP.
ENL	**Unit: All About Me** **Essential Questions:** **What makes us unique?** **What are our Smart goals and expectations for this school year?** **What are the ways we can work together to create a culturally responsive learning community?** **What are the ways we can foster a growth mindset?** **Topics:** **Welcome -Meet and Greet** **Introduction to Schoology** **Icebreaker Activities** **Rules and Routines** **Community Building** **Health and Safety** **SEL**	**Unit: All About Me** **Essential Questions:** **What makes us unique?** **What are our Smart goals and expectations for this school year?** **What are the ways we can work together to create a culturally responsive learning community?** **What are the ways we can foster a growth mindset?** **Topics:** **Welcome -Meet and Greet** **Introduction to Schoology** **Icebreaker Activities** **Rules and Routines** **Community Building** **Health and Safety** **SEL** **Cultural Awareness**	**Unit: All About Me** **Essential Questions:** **What makes us unique?** **What are our Smart goals and expectations for this school year?** **What are the ways we can work together to create a culturally responsive learning community?** **What are the ways we can foster a growth mindset?** **Topics:** **Welcome -Meet and Greet**	**Unit: All About Me** **Essential Questions:** **What makes us unique?** **What are our Smart goals and expectations for this school year?** **What are the ways we can work together to create a culturally responsive learning community?** **What are the ways we can foster a growth mindset?** **Topics:** **Welcome -Meet and Greet** **Introduction to**	**Unit: All About Me** **Essential Questions:** **What makes us unique?** **What are our Smart goals and expectations for this school year?** **What are the ways we can work together to create a culturally responsive learning community?** **What are the ways we can foster a growth mindset?** **Topics:** **Welcome -Meet and Greet** **Introduction to Schoology** **Icebreaker Activities** **Rules and Routines** **Community Building** **Health and Safety** **SEL** **Cultural Awareness**

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

Cultural Awareness Mindfulness **Forum: Teams and Schoology** **Resources: Clever, Flipgrid, Remind, Newsela, Google Slides Presentation, Class Tag, TEDTalks, Edutopia, Nearpod, Safe You Tube** **Learning/ Language Target:** Learners can reflect, discuss, and write their SMART goals and expectations for this school year. Learners can discuss the ways in which we can grow academically, socially, and emotionally. Learners can write a memoir about their life, culture, and the traits that define their identity. Learners can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Learners can collaborate and share effectively through creating an "All About Me"	Mindfulness **Forum: Teams and Schoology** **Resources: Clever, Flipgrid, Remind, Newsela, Google Slides Presentation, Class Tag, TEDTalks, Edutopia, Nearpod, Safe You Tube** **Learning/ Language Target:** Learners can reflect, discuss, and write their SMART goals and expectations for this school year. Learners can discuss the ways in which we can grow academically, socially, and emotionally. Learners can write a memoir about their life, culture, and the traits that define their identity. Learners can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Learners can collaborate and share effectively through creating an "All About Me" and	Introduction to Schoology Icebreaker Activities Rules and Routines Community Building Health and Safety SEL Cultural Awareness Mindfulness **Forum: Teams and Schoology** **Resources: Clever, Flipgrid, Remind, Newsela, Google Slides Presentation, Class Tag, TEDTalks, Edutopia, Nearpod, Safe You Tube** **Learning/ Language Target:** Learners can reflect, discuss, and write their SMART goals and expectations for this school year. Learners can discuss the ways in which we can grow academically, socially, and emotionally. Learners can write a	Schoology Icebreaker Activities Rules and Routines Community Building Health and Safety SEL Cultural Awareness Mindfulness **Forum: Teams and Schoology** **Resources: Clever, Flipgrid, Remind, Newsela, Google Slides Presentation, Class Tag, TEDTalks, Edutopia, Nearpod, Safe You Tube** **Learning/ Language Target:** Learners can reflect, discuss, and write their SMART goals and expectations for this school year. Learners can discuss the ways in which we can grow academically, socially, and emotionally. Learners can write a memoir about their life, culture, and the traits	Mindfulness **Forum: Teams and Schoology** **Resources: Clever, Flipgrid, Remind, Newsela, Google Slides Presentation, Class Tag, TEDTalks, Edutopia, Nearpod, Safe You Tube** **Learning/ Language Target:** Learners can reflect, discuss, and write their SMART goals and expectations for this school year. Learners can discuss the ways in which we can grow academically, socially, and emotionally. Learners can write a memoir about their life, culture, and the traits that define their identity. Learners can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Learners can collaborate and share effectively through creating an "All About Me" and

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

and Vision Board PPT Presentation. **Skills:** Close Reading, Parts of Speech, Growth Mindset, Academic Vocabulary, Organizing Information, Language Acquisition, Grammar Conventions, Sentence Structure, Narrative Writing, Sequencing, Collaboration and Communication **Next Generation Standards:** Text Types and Purposes 8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing. Comprehension and Collaboration 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others. Knowledge of Language 8L3: Use knowledge of language and its conventions when writing, speaking,	Vision Board PPT Presentation. **Skills:** Close Reading, Parts of Speech, Growth Mindset, Academic Vocabulary, Organizing Information, Language Acquisition, Grammar Conventions, Sentence Structure, Narrative Writing, Sequencing, Collaboration and Communication **Next Generation Standards:** Text Types and Purposes 8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing. Comprehension and Collaboration 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others. Knowledge of Language 8L3: Use knowledge of language and its conventions	memoir about their life, culture, and the traits that define their identity. Learners can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Learners can collaborate and share effectively through creating an "All About Me" and Vision Board PPT Presentation. **Skills:** Close Reading, Parts of Speech, Growth Mindset, Academic Vocabulary, Organizing Information, Language Acquisition, Grammar Conventions, Sentence Structure, Narrative Writing, Sequencing, Collaboration and Communication	that define their identity. Learners can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Learners can collaborate and share effectively through creating an "All About Me" and Vision Board PPT Presentation. **Skills:** Close Reading, Parts of Speech, Growth Mindset, Academic Vocabulary, Organizing Information, Language Acquisition, Grammar Conventions, Sentence Structure, Narrative Writing, Sequencing, Collaboration and Communication **Next Generation Standards:** Text Types and	Vision Board PPT Presentation. **Skills:** Close Reading, Parts of Speech, Growth Mindset, Academic Vocabulary, Organizing Information, Language Acquisition, Grammar Conventions, Sentence Structure, Narrative Writing, Sequencing, Collaboration and Communication **Next Generation Standards:** Text Types and Purposes 8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing. Comprehension and Collaboration 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others. Knowledge of Language 8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

8ᵗʰ Grade Hybrid Instructional Plan
September 14ᵗʰ – October 2ⁿᵈ

reading, or listening. **BCCI Linguistic Standards:** **Use words and phrases to contribute to conversations (e.g., I want to add; I think that).** **Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?**	when writing, speaking, reading, or listening. **BCCI Linguistic Standards:** **Use words and phrases to contribute to conversations (e.g., I want to add; I think that).** **Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?**	<u>**Next Generation Standards:**</u> **Text Types and Purposes** **8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.** **Comprehension and Collaboration** **8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.** **Knowledge of Language** **8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.** <u>**BCCI Linguistic Standards:**</u> **Use words and phrases to contribute to conversations (e.g., I want to add; I think**	**Purposes** **8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.** **Comprehension and Collaboration** **8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.** **Knowledge of Language** **8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.** <u>**BCCI Linguistic Standards:**</u> **Use words and phrases to contribute to conversations (e.g., I want to add; I think that).** **Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?**	<u>**BCCI Linguistic Standards:**</u> **Use words and phrases to contribute to conversations (e.g., I want to add; I think that).** **Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?**

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

			that). **Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?**		
Algebra	**Unit:** Getting Started **Topic: Introduction** **Forum: Schoology** **Essential Question: How do we navigate the school's platform?** **Objective(s)/Learning Target:** Students will be able to -log in to TEAMS and Schoology. -complete the Getting to Know You Survey -discuss the requirements and expectations of the class **Resources:** TEAMS, Schoology, Forms**,** Envisions **Skills/Standards:** Understanding how to navigate the various platforms.	**Unit: Getting Started** **Topic: Diagnostic Assessment** **Forum: Schoology** **Essential Question: How do we navigate the school's platform?** **Objective(s)/Learning Target: Students will be able to** • **Log into Schoology** • **Create accounts in Deltamath and complete assignments** • **Downloading graphing calculator** **Resources: Schoology, Deltamath, Calculate84, Ti84 calculator** **Skills/Standards: Navigating the technology aspect of the curriculum.**	**Unit: Getting Started** **Topic: Independent Work** **Forum: Schoology** **Essential Question: What prior knowledge do I have to be successful in Algebra? How comfortable am I with basic skills required for Algebra?** **Objective(s)/Learning Target: Students will work on assignments and conference with teachers who are available.** **Resources: Diagnostic Assessment** **Skills/Standards: fractions, decimals, expressions, integers, plotting points, equations** **Assessment**: Diagnostic Assessment	**Unit: Number Sense and Operations** **Topic: Fractions** **Forum: Schoology** **Essential Question: How do we perform operations with fractions?** **Objective(s)/Learning Target:** **Students will be able to:** - Identify the parts of a fraction - Equivalent fractions - Add and subtract fractions with like and unlike denominators **Resources: Teacher Created Materials, Envisions,** **Skills/Standards: performing basic operations with fractions** **Assessment: exit ticket**	**Unit: Number Sense and Operations** **Topic: Fractions** **Forum: Schoology** **Essential Question: How do we perform operations with fractions?** **Objective(s)/Learning Target:** **Students will be able to** - Multiply and divide fractions **Resources: Teacher created resources and Envisions** **Skills/Standards: performing basic operations with fractions** **Assessment: Exit ticket**

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

Individuals & Society 9/14-9/18	Unit: Technology Platforms Topic: Introduction to Schoology and TEAMS (Signing in) Forum: Teams and Schoology Objective(s) • **To introduce students to the two main platforms used on the Middle School level** Resources: Guide to using Schoology and TEAMS Skills/Standards • Technology tools, resources, and Technological processes	Unit: Technology Platforms Topic: Creating posts and responding to discussions. Forum: Teams and Schoology Objective(s) • **To examine how to communicate with classmates and teachers** Resources: Guide to using Schoology and TEAMS Skills/Standards • Technology tools, resources, and Technological processes	Unit: Community Project Topic: Introduction to MYP Community Project Forum: Teams and Schoology Objective(s) **To introduce the community project and its requirements.** Resources: Power point Skills/Standards: MYP ATL Skill Category • **Self Management** • **Research** Assessment: Make a list of possible topics for the project.	Unit: Technology Platform Topic: Accessing and submitting assignments Forum: Teams and Schoology Objective(s) • **To identify how to access assignments from teachers and collaborate with other students.** Resources: Guide to using Schoology and TEAMS Skills/Standards • Technology tools, resources, and Technological processes	Unit: Technology Platform Topic: Taking tests and quizzes/Reviewing tasks. Forum: Teams and Schoology Objective(s) • To discuss the procedures for taking and submitting tests and quizzes in Schoology. • To apply all of the topic leaned in order to carry out daily tasks. Resources: Guide to using Schoology and TEAMS Skills/Standards • Technology tools, resources, and Technological processes **Assessment:** Forms quiz
Earth Science	Unit: Prologue Topic: safety/covid/Measurement Forum: Teams/schoology/hmh Essential Question: How do scientists solve problems? Objective(s)/Learning Target: How do scientists measure in the lab? How are numbers rounded to the nearest 10th? Resources: Hmh/internet Skills/Standards Mathematical calculation	Unit: Prologue Topic: safety/covid/Measurement Forum: Teams/schoology/ Essential Question: How do scientists solve problems? Objective(s)/Learning Target: How do scientists measure in the lab? How are numbers rounded to the nearest 10th? Resources: Hmh/internet	Unit: Prologue Topic: safety/covid/Measurement Forum: Teams/schoology/ Essential Question: How do scientists solve problems? Objective(s)/Learning Target: How do scientists measure in the lab? How are numbers rounded to the nearest 10th?	Unit: Prologue Topic: safety/covid/Measurement Forum: Teams/schoology/ Essential Question: How do scientists solve problems? Objective(s)/Learning Target: How do scientists measure in the lab? How are numbers rounded to the nearest 10th?	Unit: Topic: safety/covid/Measurement Forum: Teams/schoology/ Essential Question: How do scientists solve problems? Objective(s)/Learning Target: How do scientists measure in the lab? How are numbers rounded to the nearest 10th?

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

	ESS2.A	**Skills/Standards** Mathematical calculation ESS2.A	**Resources: Hmh/internet** **Skills/Standards** Mathematical calculation ESS2.A	**Resources: Hmh/internet** **Skills/Standards** Mathematical calculation ESS2.A	**Resources: Hmh/internet** **Skills/Standards** Mathematical calculation ESS2.A
Living Environment	**Unit: Introduction to Living Environment** **Topic: Getting to Know You** **Forum: Teams/Schoology** **Essential Question:** **Objective(s)/Learning Target:** Class expectations and goals Teacher will lead students through the course syllabus Students will engage and discuss what they already know about each topic Students will identify at least three things they would like to learn **Resources:** Teams Forms **Skills/Standards** **Bilingual Living Environment:** **All content will be translated into Spanish**	**Unit: Introduction to Living Environment** **Topic: Course Syllabus** **Forum: Teams/Schoology** **Essential Question:** **Objective(s)/Learning Target:** Class expectations and goals Teacher will lead students through the course syllabus Students will engage and discuss what they already know about each topic Students will identify at least three things they would like to learn **Resources:** Syllabus **Skills/Standards** **Bilingual Living Environment:** **All content will be translated into Spanish**	**Unit: Introduction to Living Environment** **Topic: Review** **Forum: Teams/Schoology** **Essential Question:** **Objective(s)/Learning Target:** Prior knowledge Students will be provided with a review exam Students will answer questions based on prior knowledge for evaluation **Resources:** Diagnostic test **Skills/Standards** **Bilingual Living Environment:** **All content will be translated into Spanish**	**Unit: Introduction to Living Environment** **Topic: Scientific method** **Forum: Teams/Schoology** **Essential Question:** What is the scientific method? **Objective(s)/Learning Target:** Students will identify and state a problem Students will create a question based on their problem Students will then research their problem **Resources:** HMH, CK12, Teams **Skills/Standards** MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of	**Unit: Introduction to Living Environment** **Topic: Scientific method** **Forum: Teams/Schoology** **Essential Question:** What is a the scientific method? **Objective(s)/Learning Target:** Students will create a valid hypothesis based on the problem they stated Students will identify dependent and independent variables. Students will identify and describe control groups Students will design a step-by-step experiment to test their hypothesis **Resources:** HMH, CK12, Teams **Skills/Standards** MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

				the problem. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. **Bilingual Living Environment:** **All content will be translated into Spanish**	Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
HLA	Topic: Getting to know you Forum: Schoology/Teams/ Acellus Objective: Students will understand the class requirements and expectations Materials: Class contract. Skills: Recall, Use of technology Assessment: Complete a form in Teams Standards: Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures- Intercultural Communication: Interact with cultural competence	Topic: Getting to know you Forum: Schoology/Teams/ Acellus Objective: Students will understand the class requirements and expectations Materials: Class contract. Skills: Recall, Use of technology Assessment: Complete a form in Teams Standards: Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures- Intercultural Communication: Interact with cultural competence	Acellus lessons 1-5	Topic: Getting to know you Forum: Schoology/Teams/ Acellus Objective: Students will understand the class requirements and expectations Materials: Class contract. Skills: Recall, Use of technology Assessment: Complete a form in Teams Standards: Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures-	Topic: Spanish Alphabet Forum: Schoology, Team and Acellus for daily assignments Objective: Students will be able to tell the Spanish alphabet in the target language Materials: handouts and materials uploaded onto schoology, , Acellus videos, class meetings on Microsoft Teams Skills: Student will be able to spell their names and spell words in Spanish Assessment: formative assessment on basic vocabulary words Standards: 1 & 2 Standard 1: Communication: Communicate effectively in

Grade 8 Teachers

				Intercultural Communication: Interact with cultural competence and understanding.	more than one language. Standard 2: Cultures-Intercultural Communication: Interact with cultural competence and understanding
LOTE	Topic: Getting to know you Forum: Schoology/Teams/ Acellus Objective: Students will understand the class requirements and expectations Materials: Class contract. Skills: Recall, Use of technology Assessment: Complete a form in Teams Standards: Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures-Intercultural Communication: Interact with cultural competence and understanding.	Topic: Getting to know you Forum: Schoology/Teams/ Acellus Objective: Students will understand the class requirements and expectations Materials: Class contract. Skills: Recall, Use of technology Assessment: Complete a form in Teams Standards: Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures-Intercultural Communication: Interact with cultural competence and understanding.	**Acellus lesson 1-5**	Topic: Getting to know you Forum: Schoology/Teams/ Acellus Objective: Students will understand the class requirements and expectations Materials: Class contract. Skills: Recall, Use of technology Assessment: Complete a form in Teams Standards: Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures-Intercultural	Topic: Spanish Alphabet Forum: Schoology, Team and Acellus for daily assignments Objective: Students will be able to tell the Spanish alphabet in the target language Materials: handouts and materials uploaded onto schoology, , Acellus videos, class meetings on Microsoft Teams Skills: Student will be able to spell their names and spell words in Spanish Assessment: formative assessment on basic vocabulary words Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language.

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

				Communication: Interact with cultural competence and understanding.	Standard 2: Cultures-Intercultural Communication: Interact with cultural competence and understanding
Physical Education (PE)	**Unit: Getting Started - PE** **Topic:** Student Surveys and Microsoft Teams **Forum: Teams. Go to your Individual PE Teacher's page for Teams for Individual assignments.** **Essential Question:** How can I be successful with Distant Learning? **Objective(s)/Learning Target:** Students will be able to open and complete different Microsoft forms. **Resources:** Computer/Mobile **Skills/Standards:** Using multiple platforms for online learning and physical activity. Students will complete the student survey and	**Unit: Getting Started - PE** **Topic:** Student Surveys and Microsoft Teams **Forum: Teams. Go to your Individual PE Teacher's page for Teams for Individual assignments.** **Essential Question:** How can I be successful with Distant Learning? **Objective(s)/Learning Target:** Students will be able to open and complete different Microsoft forms. **Resources:** Computer/Mobile **Skills/Standards:** Using multiple platforms for online learning and physical activity. Students will complete the student survey and	**Unit: Getting Started - PE** **Topic:** Student Surveys and Microsoft Teams **Forum: Teams. Go to your Individual PE Teacher's page for Teams for Individual assignments.** **Essential Question:** How can I be successful with Distant Learning? **Objective(s)/Learning Target:** Students will be able to open and complete different Microsoft forms. **Resources:** Computer/Mobile **Skills/Standards:** Using	**Unit: Getting Started - PE** **Topic:** Student Surveys and Microsoft Teams **Forum: Teams. Go to your Individual PE Teacher's page for Teams for Individual assignments.** **Essential Question:** How can I be successful with Distant Learning? **Objective(s)/Learning Target:** Students will be able to open and complete different Microsoft forms. **Resources:** Computer/Mobile **Skills/Standards:** Using	**Unit: Getting Started - PE** **Topic:** Student Surveys and Microsoft Teams **Forum: Teams. Go to your Individual PE Teacher's page for Teams for Individual assignments.** **Essential Question:** How can I be successful with Distant Learning? **Objective(s)/Learning Target:** Students will be able to open and complete different Microsoft forms. **Resources:** Computer/Mobile **Skills/Standards:** Using multiple platforms for online learning and physical activity. Students will complete the student survey and

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

submit the assignments through Teams. **NYSPHE Standards:** 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting. **Email your physical education teacher with any questions or concerns.**	submit the assignments through Teams. **NYSPHE Standards:** 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting. **Email your physical education teacher with any questions or concerns.**	multiple platforms for online learning and physical activity. Students will complete the student survey and submit the assignments through Teams. **NYSPHE Standards:** 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting. **Email your physical education teacher with any questions or concerns**	multiple platforms for online learning and physical activity. Students will complete the student survey and submit the assignments through Teams. **NYSPHE Standards:** 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting. **Email your physical education teacher with any questions or concerns.**	submit the assignments through Teams. **NYSPHE Standards:** 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting. **Email your physical education teacher with any questions or concerns.**
Business/ CTE				
Unit: **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**
Art				
Unit: The Elements of Art **Topic: Art goes beyond a pretty picture on the wall.** **Forum: Teams** **Essential Question: What are the 7 elements and principles of art and how can they be applied to art?**	**Unit: The Elements of Art** **Topic: Art goes beyond a pretty picture on the wall.** **Forum: Teams** **Essential Question: What are the 7 elements and principles of art and how can they be applied to art?**	**Unit: The Elements of Art** **Topic: Art goes beyond a pretty picture on the wall.** **Forum: Teams** **Essential Question: What are the 7 elements and principles of art and how**	**Unit: The Elements of Art** **Topic: Art goes beyond a pretty picture on the wall.** **Forum: Teams** **Essential Question: What are the 7 elements and principles of art and how can they be**	**Unit: The Elements of Art** **Topic: Art goes beyond a pretty picture on the wall.** **Forum: Teams** **Essential Question: What are the 7 elements and principles of art and how can they be applied to art?**

8ᵗʰ Grade Hybrid Instructional Plan
September 14ᵗʰ – October 2ⁿᵈ

What is considered art? **Objective(s)/Learning Target:** **Criterion A: Demonstrate knowledge of the art form studied, including concepts, processes, and the use of the proper vocabulary.** Criterion B: Demonstrate the application of skills and techniques to create art. **Resources: Laptop computers, phone or mobile devices.** **ATL: Students will utilize laptops to research art related concepts, terms and attributes. They will use and increase their social skills, using the TEAMS platform, to work collaboratively in groups on line. They will increase their online communication skills by working in their groups, respecting the opinions of others and sharing their own ideas and thoughts. They will create and present a collage and post their group design project on Teams. They will present the collages to the whole class during an online Zoom meeting.**	**What is considered art?** **Objective(s)/Learning Target:** **Criterion A: Demonstrate knowledge of the art form studied, including concepts, processes, and the use of the proper vocabulary.** Criterion B: Demonstrate the application of skills and techniques to create art. **Resources: Laptop computers, phone or mobile devices.** **ATL: Students will utilize laptops to research art related concepts, terms and attributes. They will use and increase their social skills, using the TEAMS platform, to work collaboratively in groups on line. They will increase their online communication skills by working in their groups, respecting the opinions of others and sharing their own ideas and thoughts. They will create and present a collage and post their group design project on Teams. They will present the collages to the whole class during an online Zoom meeting.**	**can they be applied to art? What is considered art?** **Objective(s)/Learning Target:** **Criterion A: Demonstrate knowledge of the art form studied, including concepts, processes, and the use of the proper vocabulary.** Criterion B: Demonstrate the application of skills and techniques to create art. **Resources: Laptop computers, phone or mobile devices.** **ATL: Students will utilize laptops to research art related concepts, terms and attributes. They will use and increase their social skills, using the TEAMS platform, to work collaboratively in groups on line. They will increase their online communication skills by working in their groups, respecting the opinions of others and sharing their own ideas and thoughts. They will create and present a collage and post their group design project on Teams. They will present the collages to the whole class during an online Zoom meeting.**	**applied to art? What is considered art?** **Objective(s)/Learning Target:** **Criterion A: Demonstrate knowledge of the art form studied, including concepts, processes, and the use of the proper vocabulary.** Criterion B: Demonstrate the application of skills and techniques to create art. **Resources: Laptop computers, phone or mobile devices.** **ATL: Students will utilize laptops to research art related concepts, terms and attributes. They will use and increase their social skills, using the TEAMS platform, to work collaboratively in groups on line. They will increase their online communication skills by working in their groups, respecting the opinions of others and sharing their own ideas and thoughts. They will create and present a collage and post their group design project on Teams. They will present the collages to the whole class during an online Zoom meeting.**	**What is considered art?** **Objective(s)/Learning Target:** **Criterion A: Demonstrate knowledge of the art form studied, including concepts, processes, and the use of the proper vocabulary.** Criterion B: Demonstrate the application of skills and techniques to create art. **Resources: Laptop computers, phone or mobile devices.** **ATL: Students will utilize laptops to research art related concepts, terms and attributes. They will use and increase their social skills, using the TEAMS platform, to work collaboratively in groups on line. They will increase their online communication skills by working in their groups, respecting the opinions of others and sharing their own ideas and thoughts. They will create and present a collage and post their group design project on Teams. They will present the collages to the whole class during an online Zoom meeting.**

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

Health					
	Unit: Accessing Health Information **Topic:** Signing on to learning platform **Forum:** Teams **Essential Question:** How does working on teams improve accessibility to information in the current pandemic? **Objective(s)/Learning Target:** Learn the Teams Platform and gain knowledge accessing and submitting information. **Resources:** Laptop/Tablet/Smartphone **Skills/Standards:** 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	**Unit:** Mindfulness **Topic: Introduction to Mindfulness** **Forum: Teams** **Essential Question:** What Is mindfulness? How can mindfulness change/improve my life? **Objective(s)/Learning Target:** Gain familiarity with mindfulness and the benefits of coping positively with stress. **Resources:** Laptop/Tablet/Smartphone **Skills/Standards:** 7. Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce risks.	**Unit: Mindfulness** **Topic: Wise mind** **Forum: Teams** **Essential Questions:** What are the 3 states of mind? **Objective(s)/Learning Target: How does being in wise mind help us make better decisions?** **Resources:** Laptop/Tablet/Smartphone **Skills/Standards:** 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. 7. Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce	**Unit: Stress Management** **Topic: Stress** **Forum: Teams** **Essential Questions: How does stress affect our overall wellness? How do we react and adapt our body and mind to change?** **Objective(s)/Learning Target:** -Distinguish between stress and stressor, distress and eustress -Recognize common causes of stress for teens -Identify healthy and unhealthy ways of coping with stress **Resources:** Laptop/Tablet/Smartphone **Skills/Standards:** 7. Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce risks.	**Unit: Stress Management** **Topic: Depression** **Forum: Teams** **Essential Questions:** What is depression? How can we help those who are depressed? **Objective(s)/Learning Target:** -Identify possible signs and symptoms of depression **-**Identify depression triggers -List and explain 5 ways to fight depression **Resources:** Laptop/Tablet/Smartphone **Skills/Standards:** 1.Students will comprehend concepts related to health promotion and disease prevention to enhance health.

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

Grade 8 Teachers

Subject	Day 6	Day 7	Day 8	Day 9	Day 10
ELA	Unit: Topic: Forum: Teams Essential Question:	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources: Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources: Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources: Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources: Skills/Standards
ENL	Unit: All About Me Essential Questions: - What makes us unique? - What are our Smart goals and expectations for this school year? - What are the ways we can work together to create a culturally responsive learning community? - What are the ways we can foster a growth mindset? Topics: Smart Goals	Unit: All About Me Essential Questions: - What makes us unique? - What are our Smart goals and expectations for this school year? - What are the ways we can work together to create a culturally responsive learning community? - What are the ways we can foster a growth mindset? Topics: Smart Goals All About Me /Memoir Nouns Grammar IB Profile Trait- Inquirer Diagnostic Assessment	Unit: All About Me Essential Questions: - What makes us unique? - What are our Smart goals and expectations for this school year? - What are the ways we can work together to create a culturally responsive learning community? - What are the ways we can foster a growth mindset? Topics: Smart Goals All About Me /Memoir Nouns	Unit: All About Me Essential Questions: - What makes us unique? - What are our Smart goals and expectations for this school year? - What are the ways we can work together to create a culturally responsive learning community? - What are the ways we can foster a growth mindset? Topics:	Unit: All About Me Essential Questions: - What makes us unique? - What are our Smart goals and expectations for this school year? - What are the ways we can work together to create a culturally responsive learning community? - What are the ways we can foster a growth mindset? Topics: Smart Goals All About Me /Memoir

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

All About Me /Memoir Nouns Grammar IB Profile Trait- Inquirer Diagnostic Assessment Forms/ Interest Surveys **Forum: Teams and Schoology** **Resources: Clever, Flipgrid, Remind, Newsela, Google Slides Presentation, Class Tag, TEDTalks, Edutopia, Nearpod, Safe You Tube** **Learning/ Language Target:** Learners can reflect, discuss, and write their SMART goals and expectations for this school year. Learners can discuss the ways in which we can grow academically, socially, and emotionally. Learners can write a memoir about their life, culture, and the traits that define their identity. Learners can use precise	Forms/ Interest Surveys **Forum: Teams and Schoology** **Resources: Clever, Flipgrid, Remind, Newsela, Google Slides Presentation, Class Tag, TEDTalks, Edutopia, Nearpod, Safe You Tube** **Learning/ Language Target:** Learners can reflect, discuss, and write their SMART goals and expectations for this school year. Learners can discuss the ways in which we can grow academically, socially, and emotionally. Learners can write a memoir about their life, culture, and the traits that define their identity. Learners can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Learners can collaborate and share effectively through creating an "All About Me" and Vision Board PPT Presentation.	Grammar IB Profile Trait- Inquirer Diagnostic Assessment Forms/ Interest Surveys **Forum: Teams and Schoology** **Resources: Clever, Flipgrid, Remind, Newsela, Google Slides Presentation, Class Tag, TEDTalks, Edutopia, Nearpod, Safe You Tube** **Learning/ Language Target:** Learners can reflect, discuss, and write their SMART goals and expectations for this school year. Learners can discuss the ways in which we can grow academically, socially, and emotionally. Learners can write a memoir about their life, culture, and the traits that define their identity. Learners can use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	Smart Goals All About Me /Memoir Nouns Grammar IB Profile Trait- Inquirer Diagnostic Assessment Forms/ Interest Surveys **Forum: Teams and Schoology** **Resources: Clever, Flipgrid, Remind, Newsela, Google Slides Presentation, Class Tag, TEDTalks, Edutopia, Nearpod, Safe You Tube** **Learning/ Language Target:** Learners can reflect, discuss, and write their SMART goals and expectations for this school year. Learners can discuss the ways in which we can grow academically, socially, and emotionally. Learners can write a memoir about their life, culture, and the traits that define their identity.	Nouns Grammar IB Profile Trait- Inquirer Diagnostic Assessment Forms/ Interest Surveys **Forum: Teams and Schoology** **Resources: Clever, Flipgrid, Remind, Newsela, Google Slides Presentation, Class Tag, TEDTalks, Edutopia, Nearpod, Safe You Tube** **Learning/ Language Target:** Learners can reflect, discuss, and write their SMART goals and expectations for this school year. Learners can discuss the ways in which we can grow academically, socially, and emotionally. Learners can write a memoir about their life, culture, and the traits that define their identity. Learners can use precise words and phrases, relevant descriptive details, and sensory language to

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

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8th Grade Hybrid Instructional Plan
September 14th – October 2nd

Comprehension and Collaboration **8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.** **Knowledge of Language** **8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.** <u>**BCCI Linguistic Standards**</u>: **Use words and phrases to contribute to conversations (e.g., I want to add; I think that).** **Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?**	**Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?**	**Knowledge of Language** **8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.** <u>**BCCI Linguistic Standards**</u>: **Use words and phrases to contribute to conversations (e.g., I want to add; I think that).** **Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?**	**clear sequencing.** **Comprehension and Collaboration** **8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.** **Knowledge of Language** **8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.** <u>**BCCI Linguistic Standards**</u>: **Use words and phrases to contribute to conversations (e.g., I want to add; I think that).** **Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?**	**range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.** **Knowledge of Language** **8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.** <u>**BCCI Linguistic Standards**</u>: **Use words and phrases to contribute to conversations (e.g., I want to add; I think that).** **Use question forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?**
Unit: Number Sense & Operations **Topic: Percent** **Forum: Schoology** **Essential Question: How do I convert decimals to percent?** **Objective(s)/Learning Target:**	**Unit: Number Sense and Operations** **Topic: Percent** **Forum: Schoology** **Essential Question: How do we apply percent to real life?** **Objective(s)/Learning Target:** **Students will be able to**	**Unit: Number Sense and Operations** **Topic: Independent Work** **Forum: Schoology** **Essential Question:** **Objective(s)/Learning Target:** **Students will continue to work on**	**Unit: Number Sense and Operations** **Topic: Proportions** **Forum: Schoology** **Essential Question: How do we solve a proportion?** **Objective(s)/Learning Target:**	**Unit: Number Sense and Operations** **Topic: Proportions Word Problems** **Forum: Schoology** **Essential Question: How do we write and solve a proportion?**

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

Algebra	Students will be able to • Convert a fraction to a decimal • Convert a decimal to a percent • Percent increase/decrease Resources: DeltaMath, Regents Prep Questions, YouTube Videos, Self-Made Tutorials, Khan Academy Skills/Standards: converting decimals to percents, converting fractions to decimals	• Calculate sales tax • Simple interest • Discounts Resources: DeltaMath, Regents Prep Questions, YouTube Videos, Self-Made Tutorials, Khan Academy Skills/Standards: simple calculations, substitutions	the diagnostic assessment and conference with teachers. Resources: Continue working on diagnostic Skills/Standards: fractions, decimals, expressions, integers, plotting points, equations Assessment: Diagnostic Assessment	Students will be able to • Solve a proportion Resources: DeltaMath, Regents Prep Questions, YouTube Videos, Self-Made Tutorials, Khan Academy Skills/Standards: multiplying, dividing, cross multiplication (product of the extremes)	Objective(s)/Learning Target: Students will be able to • Translate word problems into a proportion • Solve a proportion Resources: DeltaMath, Regents Prep Questions, YouTube Videos, Self-Made Tutorials, Khan Academy Skills/Standards: translating from words to mathematical symbols, multiplying, dividing, cross multiplication(product of the extremes)
Individuals & Society 9/21-9/25	Unit: Colonization Topic: Settlement of the 13 colonies Forum: Teams/Schoology Essential Question: Why did Europeans settle the 13 colonies in America? Objective(s)/Learning Target: • Examine the settlement of the 13 colonies in America Resources: Power-point, primary source documents Skills/Standards Skill: Comparing and contrasting NYS Framework Standard	Unit: Colonization Topic: Geography of the colonies Forum: Teams/Schoology Essential Question: What role does geography play in the development of societies? Objective(s)/Learning Target: • Examine the impacts of geographical features on patterns of development of colonial economic systems. Resources: Power point, NewVision's document set, US map Skills/Standards Skill: Comparing and contrasting NYS Framework Standard:	Unit: Colonization Topic: Geography of the colonies Forum: Teams/Schoology Essential Question: What role does geography play in the development of societies? Objective(s)/Learning Target: • Examine the impacts of geographical features on patterns of development of colonial economic systems. Resources: Power point, NewVision's document set, US map Skills/Standards	Unit: Colonization Topic: Colonists Forum: Teams/Schoology Essential Question: What role does geography play in the development of societies? Objective(s)/Learning Target: Describe the experiences of colonists and their means of developing a successful colony. Resources: PowerPoint, Teams Skills/Standards Skill: Comparing and contrasting NYS Framework Standard: • 11.1B: A number of	Unit: Colonization Topic: Slavery in the South Forum: Teams/Schoology Essential Question: What role does geography play in the development of societies? Objective(s)/Learning Target: • Analyze slavery as deeply established component of the colonial economic system. • Resources Primary source documents, Power-Point, colonil economic map Skills/Standards

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

• **11.1B: A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region.**	• **11.1B: A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region.**	**Skill: Comparing and contrasting, graph analysis** **NYS Framework Standard:** • **11.1B: A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region.**	**factors influenced colonial economic development, social structures, and labor systems, causing variation by region.**	**Skill: Comparing and contrasting** **NYS Framework Standard:** • **11.1B: A number of factors influenced colonial economic development, social structures, and labor systems, causing variation by region.**
Living Environment	**Unit: Introduction to Living Environment** **Topic: Scientific Method** **Forum: Teams/Schoology** **Essential Question:** How do scientists use skills and critical thinking to resolve problems? **Objective(s)/Learning Target:** Students will observe and record data gathered from their experiment Students will interpret data and create an outline for their conclusion **Resources** Schoology, Ck12, Teams, YouTube, Khan Academy **Skills/Standards** MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant	**Unit: Introduction to Living Environment** **Topic: Scientific Method** **Forum: Teams/Schoology** **Essential Question:** How do scientists use skills and critical thinking to resolve problems? **Objective(s)/Learning Target:** Students will edit the feedback on their outlines Students will use their outlines to create a valid conclusion, discussing their experiment, results and how the experiment could be tweaked to provide more validity **Resources** Schoology, Ck12, Teams, YouTube, Khan Academy, HMH **Skills/Standards** MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts	**Unit: Introduction to Living Environment** **Topic: Scientific Method** **Forum: Teams/Schoology** **Essential Question:** How do scientists use skills and critical thinking to resolve problems? **Objective(s)/Learning Target:** Students will edit their conclusion based on teacher feedback Students will create a second experiment that would validate their initial experiment **Resources** Schoology, Ck12, Teams, YouTube, Khan Academy, HMH **Skills/Standards** MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and	**Unit: Introduction to Living Environment** **Topic: Scientific Method** **Forum: Teams/Schoology** **Essential Question:** How do scientists use skills and critical thinking to resolve problems? **Objective(s)/Learning Target:** Students will be evaluated on their knowledge of the scientific method Students will identify and underline dependent and independent variables. Students will define and explain the scientific method and the 7 steps **Resources** Schoology, Ck12, Teams, YouTube, Khan Academy, HMH **Skills/Standards** MS-ETS1-1. Define the criteria and constraints of a design	**Unit: Introduction to Living Environment** **Topic: Scientific Method** **Forum: Teams/Schoology** **Essential Question:** How do scientists use skills and critical thinking to resolve problems? **Objective(s)/Learning Target:** Students will conduct an investigative lab Students will predict their results Students will conduct mini experiment and compare results to their hypothesis **Resources** Ck12, Teams, YouTube, Khan Academy, HMH **Skills/Standards** MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific

scientific principles and potential impacts on people and the natural environment that may limit possible solutions MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. **Bilingual Living Environment: All content will be translated into Spanish**	on people and the natural environment that may limit possible solutions MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. **Bilingual Living Environment: All content will be translated into Spanish**	the natural environment that may limit possible solutions MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. **Bilingual Living Environment: All content will be translated into Spanish**	problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. **Bilingual Living Environment: All content will be translated into Spanish**	principles and potential impacts on people and the natural environment that may limit possible solutions MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. **Bilingual Living Environment: All content will be translated into Spanish**

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

Earth Science	Unit: Prologue Topic: Measurement Forum: Teams Essential Question: How do scientists solve problems? Objective(s)/Learning Target: How do we read and utilize the Earth Science Reference tables? Resources Hmh/internet Skills/Standards Mathematical calculation ESS2.A	Unit: Prologue Topic: Measurement Forum: Teams Essential Question: How do scientists solve problems? Objective(s)/Learning Target: How do we solve math problems in Earth Science? Resources Hmh/Internet Skills/Standards Mathematical calculation ESS2.A	Unit: Prologue Topic: Measurement Forum: Teams Essential Question: How do scientists solve problems? Objective(s)/Learning Target: Lab: ESRT Ref table scavenger hung. Resources Hmh/internet Skills/Standards Mathematical calculation ESS2.A	Unit: Prologue Topic: Measurement Forum: Teams Essential Question: How do scientists solve problems? Objective(s)/Learning Target: How do we interpret graphs and identify their relationships? Resources Hmh/internet Skills/Standards Mathematical calculation ESS2.A	Unit: Prologue Topic: Measurement Forum: Teams Essential Question: How do scientists solve problems? Objective(s)/Learning Target: What is density and how do we measure for density in the science room? Resources Hmh/internet Skills/Standards Mathematical calculation ESS2.A
LOTE	DAY 6 - B Topic: Spanish Alphabet Forum: Schoology, Team and Acellus for daily assignments Objective: Students will be able to tell the Spanish alphabet in the target language Materials: handouts and materials uploaded onto schoology, , Acellus videos, class meetings on Microsoft Teams Skills: Student will be able to spell their names and spell words in Spanish Assessment: formative	DAY 7 - A Topic: Spanish Alphabet Forum: Schoology, Team and Acellus for daily assignments Objective: Students will be able to tell the Spanish alphabet in the target language Materials: handouts and materials uploaded onto schoology, , Acellus videos, class meetings on Microsoft Teams Skills: Student will be able to spell their names and spell words in Spanish Assessment: formative assessment on basic vocabulary	DAY 8 - B Acellus lessons 1-5	DAY 9 - A Topic: Greetings Forum: Schoology/Teams/ Acellus Objective: Students will be able to identify, correctly pronounce and use several basic greetings with classmates in the target language. Materials: YouTube Video Skills: Social, Reading, Writing, Listening and Speaking Assessment: Virtual Handout Standards: 1 and 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures-	DAY 10 - B Topic: Greetings Forum: Schoology/Teams/ Acellus Objective: Students will be able to identify, correctly pronounce and use several basic greetings with classmates in the target language. Materials: YouTube Video Skills: Social, Reading, Writing, Listening and Speaking Assessment: Virtual Handout Standards: 1 and 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures-

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

	assessment on basic vocabulary words Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures-Intercultural Communication: Interact with cultural competence and understanding	words Standards: 1 & 2 Standard 1 Communication: Communicate effectively in more than one language. Standard 2: Cultures-Intercultural Communication: Interact with cultural competence and understanding		Intercultural Communication: Interact with cultural competence and understanding	Intercultural Communication: Interact with cultural competence and understanding
HLA	**DAY 6 - B** Topic: Spanish Alphabet Forum: Schoology, Team and Acellus for daily assignments Objective: Students will be able to tell the Spanish alphabet in the target language Materials: handouts and materials uploaded onto schoology, , Acellus videos, class meetings on Microsoft Teams Skills: Student will be able to spell their names and spell words in Spanish Assessment: formative assessment on basic vocabulary words Standards: 1 & 2	**DAY 7 - A** Topic: Spanish Alphabet Forum: Schoology, Team and Acellus for daily assignments Objective: Students will be able to tell the Spanish alphabet in the target language Materials: handouts and materials uploaded onto schoology, , Acellus videos, class meetings on Microsoft Teams Skills: Student will be able to spell their names and spell words in Spanish Assessment: formative assessment on basic vocabulary words Standards: 1 & 2 Standard 1: Communication:	**DAY 8 - B** Acellus lessons 1-5	**DAY 9 - A** Topic: Greetings Forum: Schoology/Teams/ Acellus Objective: Students will be able to identify, correctly pronounce, and use several basic greetings with classmates in the target language. Materials: YouTube Video Skills: Social, Reading, Writing, Listening and Speaking Assessment: Virtual Handout Standards: 1 and 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures-Intercultural Communication:	D T S C t a w la V W A S C e la I I

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

	Standard 1: Communication: Communicate effectively in more than one language. **Standard 2: Cultures-Intercultural Communication:** Interact with cultural competence and understanding	Communicate effectively in more than one language. **Standard 2: Cultures-Intercultural Communication:** Interact with cultural competence and understanding			Interact with cultural competence and understanding	c
Physical Education (PE)	**Unit: Getting Started - PE** **Topic:** Schoology and Hand Washing **Forum: Teams and Schoology. Go to your Individual PE Teacher's page for Teams for Individual assignments.** **Essential Question:** How can I be successful using schoology? What is handwashing important for PE? **Objective(s)/Learning Target:** Students will learn how to sign into schoology and view assignments. Students will be able to discuss proper hand washing expectations for PE. **Resources:** Computer/Mobile **Skills/Standards:** Using multiple platforms for online learning and physical activity. Students will learn and be able to	**Unit: Getting Started - PE** **Topic:** Schoology and Hand Washing **Forum: Teams and Schoology. Go to your Individual PE Teacher's page for Teams for Individual assignments.** **Essential Question:** How can I be successful using schoology? What is handwashing important for PE? **Objective(s)/Learning Target:** Students will learn how to sign into schoology and view assignments. Students will be able to discuss proper hand washing expectations for PE. **Resources:** Computer/Mobile **Skills/Standards:** Using multiple platforms for online learning and physical activity. Students will learn and be able to discuss the proper handwashing for PE class. **NYSPHE Standards:** 6.1.8 Identifies personal and community resources to	**Unit: Getting Started - PE** **Topic:** Schoology and Hand Washing **Forum: Teams and Schoology. Go to your Individual PE Teacher's page for Teams for Individual assignments.** **Essential Question:** How can I be successful using schoology? What is handwashing important for PE? **Objective(s)/Learning Target:** Students will learn how to sign into schoology and view assignments. Students will be able to discuss proper hand washing expectations for PE. **Resources:** Computer/Mobile **Skills/Standards:** Using multiple platforms for online learning and physical activity. Students will learn and be able to discuss the proper handwashing for PE class.	**Unit: Getting Started - PE** **Topic:** Schoology and Hand Washing **Forum: Teams and Schoology. Go to your Individual PE Teacher's page for Teams for Individual assignments.** **Essential Question:** How can I be successful using schoology? What is handwashing important for PE? **Objective(s)/Learning Target:** Students will learn how to sign into schoology and view assignments. Students will be able to discuss proper hand washing expectations for PE. **Resources:** Computer/Mobile **Skills/Standards:** Using multiple platforms for online learning and physical activity. Students will learn and be able	**Unit: Getting Started - PE** **Topic:** Schoology and Hand Washing **Forum: Teams and Schoology. Go to your Individual PE Teacher's page for Teams for Individual assignments.** **Essential Question:** How can I be successful using schoology? What is handwashing important for PE? **Objective(s)/Learning Target:** Students will learn how to sign into schoology and view assignments. Students will be able to discuss proper hand washing expectations for PE. **Resources:** Computer/Mobile **Skills/Standards:** Using multiple platforms for online learning and physical activity. Students will learn and be able to discuss the proper handwashing for PE class.	

8ᵗʰ Grade Hybrid Instructional Plan
September 14ᵗʰ – October 2ⁿᵈ

	discuss the proper handwashing for PE class. **NYSPHE Standards:** 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting. **Email your physical education teacher with any questions or concerns.**	support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting. **Email your physical education teacher with any questions or concerns.**	**NYSPHE Standards:** 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting. **Email your physical education teacher with any questions or concerns.**	to discuss the proper handwashing for PE class. **NYSPHE Standards:** 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting. **Email your physical education teacher with any questions or concerns.**	**NYSPHE Standards:** 6.1.8 Identifies personal and community resources to support participation in a variety of physical activities with family and friends. 4.2.8. Uses communication skills and strategies that promote positive relationships in the physical activity setting. **Email your physical education teacher with any questions or concerns.**
Business/ CTE	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

Art	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

Health					

| Health | **Unit: Stress Management**
Topic: Teen Suicide
Forum: Teams
Essential Question:
What would you do if you knew if someone is considering suicide?
Objective(s)/Learning Target:
-Recognize when a person is depressed or suicidal
-Describe triggers that can cause an individual to contemplate suicide
-Understanding warning signs of someone considering suicide
-Explain how an individual can intervene and prevent suicide
-Differentiate between myths and facts about suicidal behavior

Resources: Phone/Laptop/Tablet

Skills/Standards:
1.Students will comprehend concepts related to health promotion and disease prevention.
2.Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce risks. | **Unit: Stress Management**
Topic: Coping with stress
Forum: Teams
Essential Question:
How do you deal with stress? What are some stress management techniques that can help you effectively deal with stress?
Objective(s)/Learning Target:
-Identify factors that lead to stress
-Select and apply strategies to manage stress in positive health enhancing ways
-Describe personal stressful situations and ways of dealing with them
Resources: Phone/Laptop/Tablet

Skills/Standards:
4.Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5.Students will demonstrate the ability to use decision making skills to enhance health. | **Unit: Stress Management**
Topic: Relaxation Techniques
Forum: Teams
Essential Question:
How does relaxation techniques help reduce negative responses to stress?

Objective(s)/Learning Target:
-Recognize that stress reduction techniques can help reduce negative responses to stress
-Discuss and practice stress reduction strategies to enhance health
-Demonstrate healthy practices and behaviors that will improve the health of self and others

Resources: Phone/Laptop/Tablet

Skills/Standards:
1.Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce risks | **Unit: Introduction to Health**
Topic: 6 Dimensions of Wellness-Physical Wellness
Forum: Teams
Essential Question:
Why is it important to know and understand the 6 dimensions of wellness?
Objective(s)/Learning Target:
Understand the different dimensions of wellness by breaking down and interpretating each dimension.

Resources: Teams, Google, YouTube

Skills/Standards
1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks. | **Unit: Introduction to Health**
Topic: 6 Dimensions of Wellness-Social Wellness
Forum: Teams
Essential Question:
What does an effective social environment look like and why is it important that I maintain a healthy social life?
Objective(s)/Learning Target:
build relationships with others, deal with conflict appropriately, and connect to a positive social network

Resources: Teams, Google, YouTube

Skills/Standards
2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. |

Subject	Day 11	Day 12	Day 13	Day 14	Day 15

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

ELA	Unit: Topic: **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**	Unit: Topic: **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**	Unit: Topic: **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**	Unit: Topic: **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**	Unit: Topic: **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**
ENL	Unit: Topic: **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**	Unit: Topic: **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**	Unit: Topic: **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**	Unit: Topic: **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**	Unit: Topic: **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources:** **Skills/Standards**
Algebra	**Unit: Number Sense and Operations:** **Topic: Real Number System** **Forum: Schoology** **Essential Question: How do we classify numbers?** **Objective(s)/Learning Target: Students will be able to** • **Identify the types of numbers in the Real Number System** • **Classify numbers and expressions as rational or irrational**	**Unit: Number Sense and Operations** **Topic: Properties of Real Numbers** **Forum: Schoology** **Essential Question: How do we identify the properties of real numbers?** **Objective(s)/Learning Target: Students will be able to:** • **Identify the properties as associative, commutative, distributive, inverse properties, identity property, zero property** • **Use the properties to explain each step taken in solving a simple equation**	**Unit: Number Sense and Operations** **Topic: Independent Work** **Forum: Schoology** **Essential Question: How will I utilize** **Objective(s)/Learning Target: Students will continue to work on assignments and conference with teachers.** **Resources: Continue working on assigned work** **Skills/Standards:**	**Unit: Number Sense and Operations:** **Topic: Integers** **Forum: Schoology** **Essential Question: How do we perform operations with integers?** **Objective(s)/Learning Target: Students will be able to** • **Add, subtract, multiply, divide integers** **Resources: DeltaMath, Regents Prep Questions,**	**Unit: Number Sense and Operations:** **Topic:** **Forum: Teams** **Essential Question: How do we apply operations using integers to solving real life world problems** **Objective(s)/Learning Target: Students will be able to** • **Translate verbal sentences to mathematical sentences** **Resources:** DeltaMath, Regents Prep Questions, YouTube Videos, Self-Made Tutorials, Khan

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

	Resources: DeltaMath, Regents Prep Questions, YouTube Videos, Self-Made Tutorials, Khan Academy **Skills/Standards:** 8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	**Resources:** DeltaMath, Regents Prep Questions, YouTube Videos, Self-Made Tutorials, Khan Academy **Skills/Standards:** A.REI.A.1 AI Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method (linear)	Assessment: Diagnostic Assessment	YouTube Videos, Self-Made Tutorials, Khan Academy **Skills/Standards:** adding, subtracting, multiplying, dividing integers with and without calculator	Academy **Skills/Standards: adding, subtracting, multiplying, dividing integers** **With calculator, translating verbal to mathematical sentences**
Individuals & Society **9/21-9/25**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

Living Environment	**Unit: Introduction to Living Environment** **Topic: Lab safety** **Forum: Teams/Schoology** **Essential Question:** How should students behave in a lab room? **Objective(s)/Learning Target:** Students will observe proper lab behavior and techniques Students will explain inappropriate lab behavior Students will describe safety in the lab room **Resources** Teams, Schoology, YouTube, CK12 **Skills/Standards** **Bilingual Living Environment:** **All content will be translated into Spanish**	**Unit: Introduction to Living Environment** **Topic: Lab safety** **Forum: Teams/Schoology** **Essential Question:** How can we have safe and effective lab classes? **Objective(s)/Learning Target:** Students will identify inappropriate lab behavior Students will explain how the inappropriate behaviors can be corrected **Resources** Teams, Schoology, YouTube, CK12 **Skills/Standards** MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	**Unit: Introduction to Living Environment** **Topic: Lab Safety** **Forum: Teams/Schoology** **Essential Question:** How can we be safe and effective while working in the lab? **Objective(s)/Learning Target:** Students will complete a virtual lab based on classroom and Lab safety Students will answer questions correctly and in complete sentences **Resources** Teams, Schoology, YouTube, CK12, Biology Corner **Skills/Standards** MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. Analyze data from tests to determine similarities and differences among several design solutions to identify	**Unit: Biochemistry** **Topic: Basic structure of an Atom** **Forum: Teams** **Essential Question:** How are objects formed? **Objective(s)/Learning Target:** Students will illustrate and label an atom Students will be able to differentiate between a proton, neutron and electron Students will describe valence electrons **Resources** Teams, Schoology, YouTube, CK12, Biology Corner **Skills/Standards** MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures. MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. **Bilingual Living Environment:** **All content will be translated into Spanish**	**Unit: Biochemistry** **Topic: Bonds** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** Students will define bonds, I.e Covalent bond, hydrogen bond, cohesive bond Students will describe how electrons link to form bonds Students will illustrate a macromolecule **Resources** Teams, Schoology, YouTube, CK12, Biology Corner **Skills/Standards** MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures. MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. **Bilingual Living Environment:** **All content will be translated into Spanish**

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

		MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. **Bilingual Living Environment:** **All content will be translated into Spanish**	the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.		
Earth Science		**Unit: Prologue** **Topic:** **Measurement/Graphing/Density** **Forum: Teams** **Essential Question:** **How do scientists measure in the science lab?** **Objective(s)/Learning Target:** **What is density and how do we measure for density?** **Resources** Hmh/internet **Skills/Standards** patterns	**Unit: Prologue** **Topic:** **Measurement/Graphing/Density** **Forum: Teams** **Essential Question:** **How do scientists measure in the science lab?** **Objective(s)/Learning Target:** **continue density lab/finish any other labs** **Resources** **Skills/Standards**	**Unit: Prologue** **Topic:** **Measurement/Graphing/Density** **Forum: Teams** **Essential Question:** **How do scientists measure in the science lab?** **Objective(s)/Learning Target:** **Review for exam** **Resources** **Skills/Standards**	**Unit: Prologue** **Topic:** **Measurement/Graphing/Density** **Forum: Teams** **Essential Question:** **How do scientists measure in the science lab?** **Objective(s)/Learning Target:** **Exam** **Resources: Castle learning** **Skills/Standards**

Grade 8 Teachers

	DAY 11 - B	DAY12 - A	DAY 13 - B	DAY 14 - A	DAY 15 - B
LOTE	**School is closed**	Topic: Greetings Forum: Schoology/Teams/ Acellus Objective: Students will be able to identify, correctly pronounce, and use several basic greetings with classmates in the target language. Materials: YouTube Video Skills: Social, Reading, Writing, Listening and Speaking Assessment: Virtual Handout Standards: 1 and 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures-Intercultural Communication: Interact with cultural competence and understanding	**Acellus lessons 1-5**	Topic Numbers 1-30 Forum: Schoology/Teams/Acellus for daily assignments, PowerPoint presentations Objective: Students will be able to recall numbers 1-30 in Spanish Materials: Class handouts and Materials uploaded onto Schoology, Acellus, & Acellus Videos, Class Meetings on Microsoft Teams Skills: Students will be able to Express Numbers 1-30 in Spanish & Relay your phone number Assessment: Formative Assessment on numbers Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures-Intercultural Communication Interact with cultural competence and understanding	Topic: Numbers 1-30 Forum: Schoology/Teams/Acellus for daily assignments, PowerPoint presentations Objective: Students will be able to recall numbers 1-30 in Spanish Materials: Class handouts and Materials uploaded onto Schoology, Acellus, & Acellus Videos, Class Meetings on Microsoft Teams Skills: Students will be able to Express Numbers 1-30 in Spanish & Relay your phone number Assessment: Formative Assessment on numbers Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures-Intercultural Communication: Interact with cultural competence and understanding

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

HLA	School is closed	Topic: Greetings Forum: Schoology/Teams/ Acellus Objective: Students will be able to identify, correctly pronounce, and use several basic greetings with classmates in the target language. Materials: YouTube Video Skills: Social, Reading, Writing, Listening and Speaking Assessment: Virtual Handout Standards: 1 and 2 Standard 1: Communication: Communicate effectively in more than one language. Standard 2: Cultures- Intercultural Communication: Interact with cultural competence and understanding	**Acellus lessons 1-5**	Topic Numbers 1-30 Forum:Schoology/Teams/Acellus for daily assignments, PowerPoint presentations Objective: Students will be able to recall numbers 1-30 in Spanish Materials: Class handouts and Materials uploaded onto Schoology, Acellus, & Acellus Videos, Class Meetings on Microsoft Teams Skills: Students will be able to Express Numbers 1-30 in Spanish & -Relay your phone number Assessment: Formative Assessment on numbers Standards: 1 & 2 Standard 1: Communication: Communicate effectively in more than one language. Standard	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

				2: Cultures-Intercultural Communication: Interact with cultural competence and understanding	
Physical Education (PE)	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**
	Unit: **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**	**Unit:** **Topic:** **Forum: Teams** **Essential Question:** **Objective(s)/Learning Target:** **Resources** **Skills/Standards**

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

Business/ CTE					
Art	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target: Resources Skills/Standards
	Unit: Introduction to Health and Wellness Topic: 6 Dimensions of Health and Wellness-Emotional Wellness Forum: Teams	Unit: Introduction to Health and Wellness Topic: 6 dimensions of health and wellness-Environmental Heatlh Forum: Teams Essential Question:	Unit: Introduction to health and wellness Topic: 6 dimenions of health and wellness-intellectual wellness Forum: Teams Essential Question:	Unit: Introduction to health and wellness Topic: 6 dimensions of health and wellness-spiritual wellness Forum: Teams Essential Question:	Unit: Topic: Forum: Teams Essential Question: Objective(s)/Learning Target:

8th Grade Hybrid Instructional Plan
September 14th – October 2nd

Health					
	Essential Question: **How can emotions affect one's health?** **Objective(s)/Learning Target:** Have a positive attitude, high self-esteem, a strong sense of self, and the ability to recognize and share a wide range of feelings with others in a constructive way. **Resources:** Teams, Google, YouTube **Skills/Standards** Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	How can I improve my surrounding enviroment? **Objective(s)/Learning Target:** Be aware of the interactions between the environment, community and yourself and behave in ways that care for each of these responsibly **Resources: various volunteer websites** **Skills/Standards:**	What are other ways that I can improve my intellectual wellness? **Objective(s)/Learning Target:** Be open to new ideas, be creative, think critically, and seek out new challenges **Resources** Google, Teams, YouTube **Skills/Standards** 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 5: Students will demonstrate the ability to use decision-making skills to enhance health.	What are the values and beliefs I follow that help me lead me through my life? **Objective(s)/Learning Target:** Find meaning in life events, demonstrate individual purpose, and live a life that reflects your values and beliefs **Resources** Teams, Google, YouTube **Skills/Standards** 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	**Resources** **Skills/Standards**