

St. Francis Xavier Catholic School

Class: 8th Grade

Date: March 9th, 2020

Class #: 132-136

Week of: 03/09-13/2020

This week we focus on:

ENGLISH/LANGUAGE ARTS: Focus: Poetry

I. "Old Man" (Ricardo Sanchez)

Introduction

In this lyrical poem, the narrator celebrates the memory of his grandfather who taught him how important it is for one to value one's cultural heritage. The poem paints a picture of the narrator's grandfather who is wise and rich in memories. His simple clothes, his weathered face and wise expression win for the old man from both his grandson and those who have come to know him.

Themes:

- *respect for the elderly
- *value ones roots
- *value friendship expressed through respect

Words to Own:

rivulet, furrows, pueblo, Coronado, los espanoles, chile verde, stoic

II. "The Sky is Low, the Clouds Are Mean" (Emily Dickinson)

Introduction:

"The Sky is Low, the Clouds Are Mean" is a lyrical poem in which clouds are personified.

They set a mood which indicates the gloomy weather of winter, where the clouds are heavy and overcast. The narrator also personifies a snowflake which is confused and does not know which way to go. Consequently, the poem picturizes human characteristics in nature through vivid imagery and personification of natural elements.

Theme:

" Nature, like us, is sometimes caught without her diadem"

Words to Own:

rut, diadem, groove

III. "Southbound on The Freeway" (May Swenson)

Introduction:

In this humorous poem, an alien visiting Earth sees a traffic jam and assumes that cars are Earth's inhabitants

Theme:

Mistaken identity

Words to Own:

transparent, guts

Objectives:

- *read, discuss, and enjoy each poem
- *analyze pictures presented and relate them to the poem's content
- *give the authors' tone
- *apply literary terms
- *students' creative poems

Literary Terms: theme, setting, point of view, conflict, foreshadow, imagery, inference
character, symbol, tone, mood, cause/effect, analogy personification,

READING STRATEGY

Section A-1 Identifying main idea

A-2 Identifying supporting details

B-2 Identifying theme/s

C-1 Identifying author's purpose/tone

WRITING:/ Text / IXL

Sentence Structures:

Simple, Compound, Complex, Compound-Complex (Purpose: Improve writing skills)

Section K – Identifying supporting details in literary text

IXL: 20 minutes daily at home, especially the diagnostic section

ACT Aspire Reading Practices: School/Home (Crack ACT.com)

MATH: (Continuation with lesson 03/02-06/2020).

- D'Nealian handwriting practice
- Bell Ringing Problem: Solve ACT and LEAP released items including word problems and constructed response, using one of the following acronyms: CUBES, UNRAAVEL MATH, or "RICE".
- Review and reflect on concepts, skills, and strategies needed to solve ACT and LEAP released items.
- Classroom work will be mostly addressed to solve and reflect on ACT and LEAP released items related to math content standards taught in class. The standards being taught would be:
- *Proportional relationships, lines, and linear equations.* Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b (8.EE.B6).
- *Analyze and solve linear equations:* Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions (8.EE.C7a). Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms (8.EE.C7b).
- *Analyze and solve pairs of simultaneous linear equations:* Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously (8.EE.C8a). Solve systems of two linear equations in two variables algebraically and estimate solutions by graphing the equations (8.EE.C8b)
- *Solve problems involving volume of cylinders, cones, and spheres* (8.G.C9).

Homework: Using IXL complete the math skills related to: (1) *Proportional Relationships*, I.6-I.7 (Level J), (2) *Pythagorean Theorem*, R.4-R.5 (Level J), (3) *Expressions and properties*, V.6-V.7 (Level J), (4) *One-variable expressions*, W.6-W.7 (Level J), (5) *Linear equations*, Y.6-Y.7 (Level J), and *System of equations*, AA.4-AA.6 (Level J). Due on 03/13/2020. **Test on Thursday.**

SOCIAL STUDIES

Topic: The Great Depression

Key Ideas:

- *Stock Market Crash
- * Roosevelt's New Deal
- * Black Tuesday
- * Hoover's Response
- * Slow Recovery

Contemporary Economic Situation - (Coronavirus effect on the economy)

Key Terms:

bankruptcy, catastrophic, credit, dependent, depression interest, invest, prolonged, stock, depression. prosperity,

IXL

3A - Government, sections 1-6

GG - Basic Principles of Economics, sections 1-5.