10th GRADE DISTANCE LEARNING WITH NO TECHNOLOGY

Electronic versions of each of these learning packets may be accessed at
bit.ly/BAPS_No_Tech_10

ENGLISH & LITERATURE

Week 1: Community Writing Prompt (1)
Read and Complete Questions for The Interlopers by Saki
Week 2: Personal Narrative Writing Prompt (2)
Read and Complete Questions for The Great Depression by Mike Kubic
Week 3: Argumentative Writing Prompt (3)
Read and Complete Questions for The Triangle Shirtwaist Factory Fire by Mike Kubic
Week 4: Descriptive Writing Prompt (4)
Complete any remaining work and submit!

Essential Skills:
11.3.W.3- Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s)
11.3.R.3- Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: theme, archetypes
11.3.R.3- Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts: theme, archetypes
11.3.W.2- Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
11.3.W.1-Narrative-Students will write narratives embedded in other modes as appropriate

MATH

Students will have the option to choose 6 out of 9 individual learning menu activities and a culminating activity to demonstrate their understanding of essential learning targets from the first semester and third quarter of the 2019-20 school year. Students will also be applying learned skills within a culminating task in addition to the learning menu.

Essential Skills:
- G.2D.1 - Apply the properties of parallel and perpendicular lines, angles, special quadrilaterals, coordinate geometry, midpoints, and triangle similarity and congruence.
- G.RT.1 - Apply the distance formula and Pythagorean Theorem and properties of special right triangles and trigonometric functions.

SCIENCE

Students will use science and engineering practices and crosscutting concepts to make sense of big ideas. Students will explore the phenomenon of a tanker rail car that imploded overnight after being steam cleaned the day prior. Students will use evidence collected from research articles, data sets, and other activities in order to construct an explanation for how the rail car imploded. This learning module will support 40-60 minutes of science per week for the following five weeks.

Essential Skills

- Analyzing and Interpreting Data
- Constructing Explanations
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information
- Cause and Effect
- Patterns
- Structure and Function
- Matter and Energy

Social Studies

Students are given a menu of 15 options to choose from, focusing on social studies skills, with a goal of two activities per week (students are asked to complete 10 assignments over the course of five weeks). These activities will focus on BAPS Social Studies **Essential Skills.**

Students will be able to:

- to analyze and interpret maps, charts, and graphs.
- define the elements and/or types of maps while demonstrating that they are able to locate places on a map utilizing coordinates, including, but not limited to latitude and longitude.
- compare and contrast how events or people affected places or one another throughout history.
- determine the causes and effects and analyze different events throughout history.
- differentiate fact from opinion while evaluating, interpreting, and comparing media biases, current events, political cartoons and propaganda.
- organize and compare and contrast historical people, places, and events through time into chronological order utilizing timelines.
- show an understanding of the motivation of multiple perspectives including the experiences and decision-making process of historical figures and groups throughout history and different parts of the world.
- analyze the relationship between primary and secondary sources while determining the central ideas or information from these sources and cite specific textual evidence to support the analysis.
- draw evidence from informational texts including multiple print and digital sources to support analysis, reflection, and research.
- write clear and coherent informative/explanatory/argumentative texts, including the narration of historical events, in which the development, organization, and style are appropriate to task, purpose, and audience.

Computer Science

Students will choose an activity from their work packet or, online resource book, to continue their learning in Computer Science. Students may choose the activities based on their level of understanding, to try a challenge, or to have fun exploring and creating.

Concepts	Approaches
Logic: *Predicting and Analysing*	**Tinkering:** *Changing Things To See What Happens*
Evaluation: *Making Judgements*	**Creating:** *Designing & Making*
Algorithm: *Making Steps & Rules*	**Debugging:** *Finding & Fixing Errors*
Patterns: *Spotting & Using Similarities*	**Persevering:** *Keeping Going*
Decomposition: *Breaking Down Into Pairs*	**Collaborating:** *Working Together*
Abstraction: *Removing Unnecessary Detail*	Here is an online textbook you can find more printable activities on: Computer Science-in-a-Box

STEM

For any student, we are including a list of STEM challenges that can be done at home.