Week 33 Quiz

1. When the United Nations added the two following clauses to the definition of genocide they expanded the definition to show the importance of what specific group of people?
   Imposing measures intended to prevent births within the group, or forcibly transferring children of the group to another group.
   a. The elderly
   b. The handicapped
   c. Children
   d. Black people

2. Choose the question that a brilliant historian **would not** ask?
   a. What similarities have past genocides had?
   b. What can be done to prevent genocides?
   c. What impact have genocides had on our world?
   d. Were all genocides in history a bad thing?

3. Which were true about the Cambodian Genocide?
   a. Hardly anyone was safe from being murdered or arrested
   b. The Genocide wiped out many people that were educated
   c. Killing fields were used to get rid of the enemy
   d. All of these are true

4. What is **not true** about the impact of the genocide on education in Cambodia.
   a. The killing of teachers lead to a high student to teacher ratio
   b. The largest growth in Cambodian Education has occurred because teachers are better paid
   c. Education in Cambodia has improved significantly in the last 40 years
   d. Prior to the genocide, education was a huge priority in Cambodia

5. Read the excerpt from the article and decide on the best synonym for the underlined word.

   Still, considering that the modern Cambodian education system arose out of a completely <u>decimated</u> system, the progress so far is surely commendable.
   a. Flawless
   b. Perfect
   c. Destroyed
   d. Average

G.F. Grindall 8th grade science

Lesson plan for the week of 4/13 – 4/17

Study Island.

Instruction and assignment-

Chemistry 3 – due 4/17/20

Complete the lesson on chemical compounds in AZ programs before doing the quiz.

20 question.

Instruction sent to student via Study Island-

Go to google classroom and open an account using your student email address, join class (each hour has its own class number)

Google Classroom

Instructions-

Go to the following web site. (Copy and paste in the address bar)

http://www.classzone.com/books/ml_science_comp/page_build.cfm?id=none&mod=12##

Read chapter 3 Chemical Reaction

Go to Khan Academy, join class ARY689R. 10 points for each assignment completed, 15 points for 100%.

Next are the worksheets for none digital student.

Chemical Bonding Review

Chemical Bonding Review

Name: _____

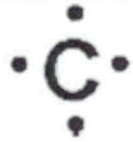
Directions: Answer each of the following questions by circling the correct answer choice.

1. Which two elements have the same number of valence electrons?
   - A. Boron and Aluminum
   - B. Carbon and Nitrogen
   - C. Argon and Helium
   - D. Silicon and Aluminum

2. What type of bond forms when electrons are transferred?
   - A. Covalent
   - B. Ionic
   - C. Metallic
   - D. Nonmetallic

3. What is the chemical symbol for a potassium ion?
   - A. K^{+1}
   - B. K^{-1}
   - C. P^{+1}
   - D. P^{-1}

4. How many electrons are needed for a filled outermost energy level in the Lewis-dot structure below?

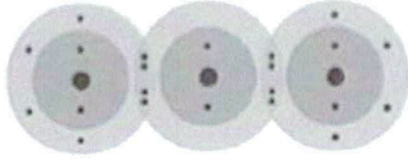


   - A. 4
   - B. 0
   - C. 2
   - D. 1

5. When atoms gain electrons during chemical bonding, they become
   - A. Positively charged ions
   - B. Neutral ions
   - C. Negatively charged ions
   - D. Chemically charged ions

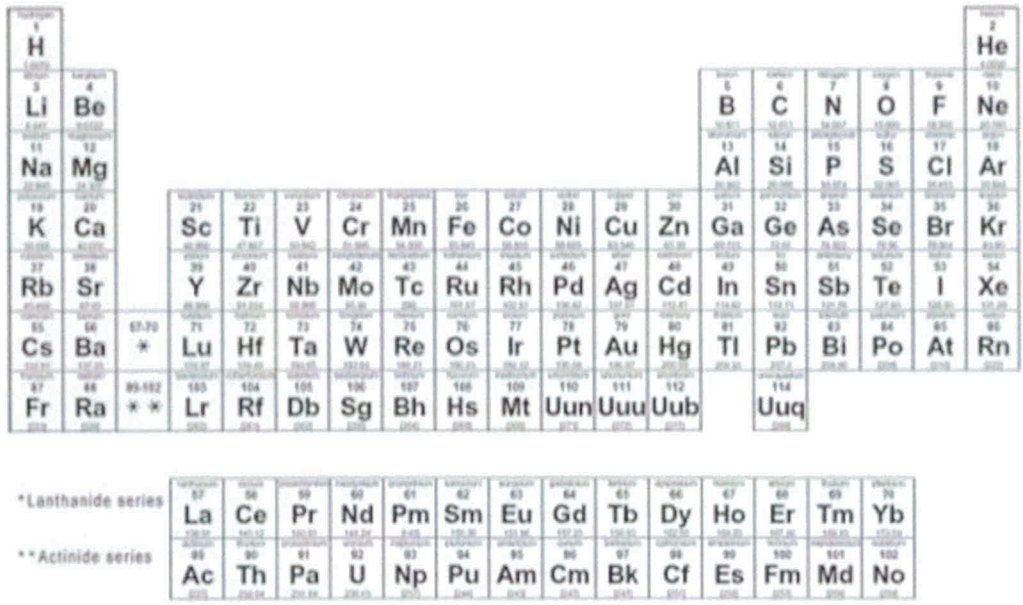
6. Potassium chloride is an example of what type of bond?
   - A. Metallic bond
   - B. Colloid bond
   - C. Covalent bond
   - D. Ionic bond

7. The diagram below shows what type of bond?



   - A. Ionic
   - B. Covalent
   - C. Metallic
   - D. Solution

Name_____ Class Number (1 Point) _____ Class _____



1. Color hydrogen pink. Is hydrogen an alkali metal? How many valence electrons does hydrogen have?

2. Color the alkali metals yellow. Tell me **how many** valence electrons the alkali metals have.

3. Color the transition metals blue. Are the transition metals harder or softer than the alkali metals?

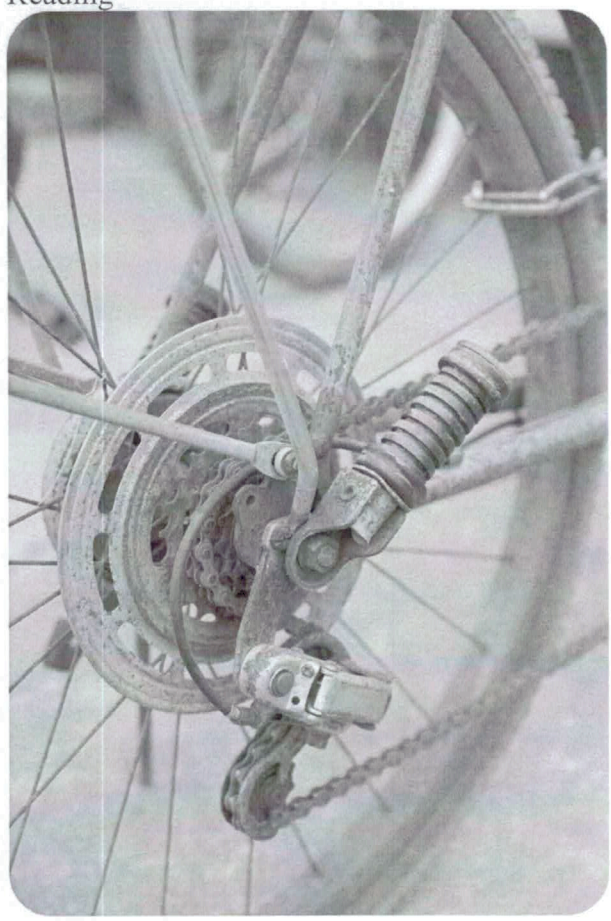
4. Color the boron family (=group) orange. How many valence electrons does the boron family have?

5. Color the carbon family green. Tell me how many hydrogen atoms carbon would probably bond with (Hint: remember the octet rule).

6. Color the nitrogen family purple. Draw a Lewis Structure for phosphorus.

7. Leave the chalcogens uncolored. How many valence electrons do the chalcogens have?

Reading



Reading

Look at this rusty bike wheel. It has been left outside in damp weather too many times, so the iron in the metal parts has rusted. Iron rusts when it combines with oxygen in the air. Iron rusting is an example of a chemical reaction. In a chemical reaction, substances change into entirely different substances. For example, the iron in the bike and the oxygen in the air have changed into rust.

Q: How could you represent this reaction, besides just describing it in words?

A: Scientists use a standard method to represent a chemical reaction, called a chemical equation.

What Is a Chemical Equation?

A chemical equation is a shorthand way to sum up what occurs in a chemical reaction. The general form of a chemical equation is:

Reactants → Products

The reactants in a chemical equation are the substances that begin the reaction, and the products are the substances that are produced in the reaction. The reactants are always written on the left side of the equation and the products on the right. The arrow pointing from left to right shows that the reactants change into the products during the reaction. This happens when chemical bonds break in the reactants and new bonds form in the products. As a result, the products are different chemical substances than the reactants that started the reaction. For a good overview of chemical equations and how to write them, watch the video at this URL: http://www.brightstorm.com/science/chemistry/chemical-reactions/chemical-equations/.

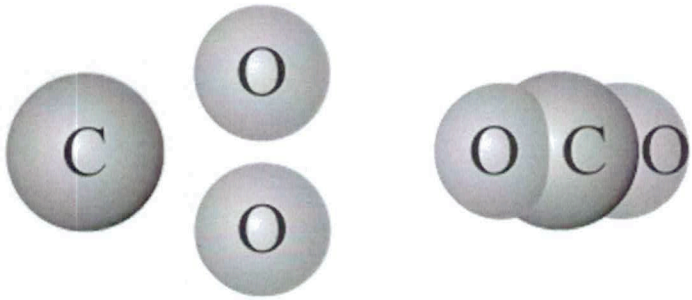
Q: What is the general equation for the reaction in which iron rusts?

A: Iron combines with oxygen to produce rust, which is the compound named iron oxide. This reaction could be represented by the general chemical equation below. Note that when there is more than one reactant, they are separated by plus signs (+). If more than one product were produced, plus signs would be used between them as well.

Iron + Oxygen → Iron Oxide

Using Chemical Symbols and Formulas

When scientists write chemical equations, they use chemical symbols and chemical formulas instead of names to represent reactants and products. Look at the chemical reaction illustrated below. In this reaction, carbon reacts with oxygen to produce carbon dioxide. Carbon is represented by the chemical symbol C. The chemical symbol for oxygen is O, but pure oxygen exists as diatomic ("two-atom") molecules, represented by the chemical formula O_2. A molecule of the compound carbon dioxide consists of one atom of carbon and two atoms of oxygen, so carbon dioxide is represented by the chemical formula CO_2.



Q: What is the chemical equation for this reaction?

A: The chemical equation is:

$C + O_2 \rightarrow CO_2$

Q: How have the atoms of the reactants been rearranged in the products of the reaction? What bonds have been broken, and what new bonds have formed?

A: Bonds between the oxygen atoms in the oxygen molecule have been broken, and new bonds have formed between the carbon atom and the two oxygen atoms.

Is It Balanced?

All chemical equations, like equations in math, must balance. This means that there must be the same number of each type of atom on both sides of the arrow. That's because matter is always conserved in a chemical reaction. This is the law of conservation of mass.

Look at the equation above for the reaction between carbon and oxygen in the formation of carbon dioxide. Count the number of atoms of each type. Are the numbers the same on both sides of the arrow? The answer is yes, so the equation is balanced.

Coefficients

Let's return to the chemical reaction in which iron (Fe) combines with oxygen (O_2) to form rust, or iron oxide (Fe_2O_3). The equation for this reaction is:

$4Fe + 3O_2 \rightarrow 2Fe_2O_3$

This equation illustrates the use of coefficients to balance chemical equations. A coefficient is a number placed in front of a chemical symbol or formula that shows how many atoms or molecules of the substance are involved in the reaction. From the equation for rusting, you can see that four atoms of iron combine with three molecules of oxygen to form two molecules of iron oxide.

Q: Is the equation for the rusting reaction balanced? How can you tell?

A: Yes, the equation is balanced. You can tell because there is the same number of each type of atom on both sides of the arrow. First count the iron atoms. There are four iron atoms in the reactants. There are also four iron atoms in the products (two in each of the two iron oxide molecules). Now count the oxygen atoms. There are six on each side of the arrow, confirming that the equation is balanced in terms of oxygen as well as iron.

Summary

- Scientists use chemical equations to summarize what happens in chemical reactions. Reactants are placed on the left side of the equation and products are placed on the right. An arrow is used to indicate the direction in which the reaction occurs. Plus signs (+) are placed between multiple reactants or products.
- In chemical equations, reactants and products are represented by chemical symbols and formulas. Numbers called coefficients are placed in front of the symbols and formulas to show how much of each substance is involved in the reaction.

- Chemical equations must be balanced. A balanced equation has the same number of each type of atom on both sides of the equation.

Vocabulary

- chemical equation: Symbolic representation of a chemical reaction.

Review questions

Watch the video on chemical equations at the URL below. Interpret the two "Your Turn" equations, and then watch the following explanations to see if your answers are correct. Continue on with the video and then write the two "Your Turn" equations. Again, watch the following explanations to see if your answers are correct. http://www.youtube.com/watch?v=lSoRj_iBwYc

1. How did you do?

The following questions go with the reading

2. What is a chemical equation? Identify the parts of a chemical equation.

3. Write a chemical equation for the chemical reaction in which calcium carbonate ($CaCO_3$) produces calcium oxide (CaO) and carbon dioxide (CO_2).

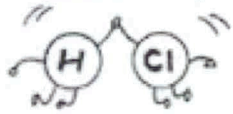
4. Describe in words the chemical reaction represented by the following chemical equation: $2NO_2 \rightarrow 2O_2 + N_2$

5. When is a chemical equation balanced?

HANGING TOGETHER

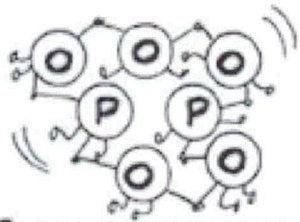
The microscope seemed like a good tool for Robo Rat to find out more about matter. He overheard Dr. Sparks talking about how matter is made up of small particles called **atoms,** which combine together to make different substances called **compounds.** When Robo looked in the microscope, he saw some atoms hanging around together in groups (called **molecules**). For any compound, a formula can be written to show what atoms combine to make the molecules of the compound.

Read the compound names below. Then try to write the formula for each molecule that Robo saw. Number 3 is done for you as an example!



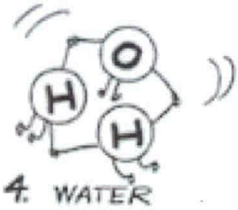
1. HYDROGEN CHLORIDE

2. CARBON DIOXIDE

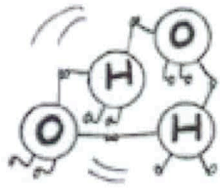


3. PHOSPHORUS PENTOXIDE

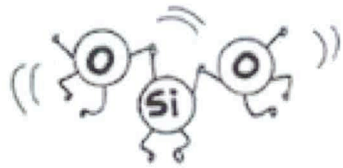
P_2O_5



4. WATER



5. HYDROGEN PEROXIDE



6. SILICON DIOXIDE

Color the molecules. Use the same color for an element every time you use it.

Symbols

Bromine	Br
Calcium	Ca
Carbon	C
Chlorine	Cl
Fluorine	F
Hydrogen	H
Lead	Pb
Nitrogen	N
Oxygen	O
Phosphorus	P
Silicon	Si
Silver	Ag
Sodium	Na

Use with page 27.

Types of Reactions Worksheet

Balance the following equations and indicate the type of reaction taking place:

1) ____ $NaBr$ + ____ H_3PO_4 → ____ Na_3PO_4 + ____ HBr

Type of reaction: _____

2) ____ $Ca(OH)_2$ + ____ $Al_2(SO_4)_3$ → ____ $CaSO_4$ + ____ $Al(OH)_3$

Type of reaction: _____

3) ____ Mg + ____ Fe_2O_3 → ____ Fe + ____ MgO

Type of reaction: _____

4) ____ C_2H_4 + ____ O_2 → ____ CO_2 + ____ H_2O

Type of reaction: _____

5) ____ $PbSO_4$ → ____ $PbSO_3$ + ____ O_2

Type of reaction: _____

6) ____ NH_3 + ____ I_2 → ____ N_2I_6 + ____ H_2

Type of reaction: _____

7) ____ H_2O + ____ SO_3 → ____ H_2SO_4

Type of reaction: _____

8) ____ H_2SO_4 + ____ NH_4OH → ____ H_2O + ____ $(NH_4)_2SO_4$

Type of reaction: _____

Name: _____
Period: ____ Date: _____

Chemistry: *Balancing Chemical Equations*

*Directions: First, balance each of the chemical equations below. Then, classify each reaction as **synthesis**, **decomposition**, **single-replacement**, or **double-replacement**. To earn full credit, write the words out when classifying.*

Balance the equation...	**...and classify it.**
1. ____ Sb + ____ Cl_2 → ____ $SbCl_3$	_____
2. ____ Mg + ____ O_2 → ____ MgO	_____
3. ____ $CaCl_2$ → ____ Ca + ____ Cl_2	_____
4. ____ $NaClO_3$ → ____ NaCl + ____ O_2	_____
5. ____ Fe + ____ HCl → ____ $FeCl_2$ + ____ H_2	_____
6. ____ CuO + ____ H_2 → ____ Cu + ____ H_2O	_____
7. ____ Al + ____ H_2SO_4 → ____ $Al_2(SO_4)_3$ + ____ H_2	_____
8. ____ $MgBr_2$ + ____ Cl_2 → ____ $MgCl_2$ + ____ Br_2	_____
9. ____ SnO_2 + ____ C → ____ Sn + ____ CO	_____
10. ____ $Pb(NO_3)_2$ + ____ H_2S → ____ PbS + ____ HNO_3	_____
11. ____ HgO → ____ Hg + ____ O_2	_____
12. ____ $KClO_3$ → ____ KCl + ____ O_2	_____
13. ____ N_2 + ____ H_2 → ____ NH_3	_____
14. ____ NaBr + ____ Cl_2 → ____ NaCl + ____ Br_2	_____
15. ____ Zn + ____ $AgNO_3$ → ____ $Zn(NO_3)_2$ + ____ Ag	_____
16. ____ Sn + ____ Cl_2 → ____ $SnCl_4$	_____

Grades 6, 7, 8 Student's Name: _____

Welcome students to your fourth quarter Current Event Class. This lesson will help you to learn how to examine a Current Event reading assignment and understand the key important components of an article you read.

Please Follow the instructions to finish your work for:
Week of, April 13-17, 2020.

1. Please read the article entitled: ***Norwegian musher achieves boyhood dream, wins Iditarod race.***
2. On a enclosed sheet of paper write out the (4) questions at the end of the article with the correct answer (Pay attention to copy the question and the answer correctly.)
3. Using the enclosed graphic organizer concentrate on the 5 boxes marked; **Who**, **What**, **When**, **Where**, and **Why**. Look back over the article and find the information needed to complete the graphic organizer. When recording your information on the graphic organizer use **only** complete sentences so you will be able to remember the context of the information you have gathered.

Who: Who were the people mentioned in the article? Find this information and place it in the box titled: **Who**

What: What is the main topic the article is examining and explaining? Place this information in the box titled: **What**

When: When did the event take place in the article or what dates where mentioned? Place this information in the box titled: **When**

Where: Where did the event take place or what locations did the article mention? Place this information in the box titled: **Where**

Why: Why did this event happen or why is this event or information important? Place this information in the box titled: **Why**.

4. Take the enclosed line sheet of paper and in your own words take the information gathered on your graphic organizer and write a 8 - 15 sentence summary. The summary should include information gathered on each of the graphic organizer boxes titled: **Who**, **What**, **When**, **Where**, **Why**. Share your thoughts about the article and how important you think the information is that you learned and how it can help you.

Thank you for taking the time to read and gather the information from this article. We look forward to reading your thoughts and comments. Thank you, Canyon Day Junior High

Norwegian musher achieves boyhood dream, wins Iditarod race

By Associated Press, adapted by Newsela staff on 03.27.20
Word Count **941**
Level **1070L**

Thomas Waerner, from Torpa, Norway, waves to spectators while driving his team during the restart of the 2020 Iditarod Trail Sled Dog Race on March 8, 2020, in Willow, Alaska. Waerner won the Iditarod on March 18. Photo: Lance King/Getty Images

As a young boy in Norway, Thomas Waerner dreamed about two different American modes of transportation. They were muscle cars and the sled dogs in the Iditarod.

The Iditarod Trail Sled Dog Race is an annual long-distance sled dog race run in early March from Anchorage to Nome, Alaska.

Waerner, 47 years old, made one of those dreams reality on March 18 when he won the nearly 1,000-mile Iditarod Trail Sled Dog Race. Thirteen other mushers also have finished the race. The remainder of the top five were three-time Iditarod champion Mitch Seavey in second, Jessie Royer of Fairbanks in third, Brent Sass of Eureka in fourth and Nome native Aaron Burmeister in fifth.

"Something Special"

"This is awesome," Waerner said after winning the race. "This is something special."

Waerner took his dog team over mountain ranges, on the frozen Yukon River and across treacherous Bering Sea ice. He made it to the finish line on Nome's main street in 9 days, 10 hours, 37 minutes and 47 seconds.

The race started March 8 north of Anchorage, one of the few sporting events in the United States that was not canceled because of the new coronavirus.

Coronavirus is a flu-like illness. It began in China and has been spreading across the globe since December 2019. Health officials have been encouraging social distancing. This means staying home and staying away from other people to help slow the spread of the virus. Many schools have shut down and many companies are telling employees to work from home. Major sporting and entertainment events have also been canceled or postponed.

Of the 57 mushers who started the race, 14 quit. One rookie, Quince Mountain of Mountain, Wisconsin, was removed on March 18 because of a rule about competitiveness.

Coronavirus Fears Affected Iditarod

The Iditarod encouraged fans not to travel to Nome, Alaska, for the finish. The city had closed public buildings to help prevent the spread of the coronavirus. Events such as the musher's banquet, for example, were postponed.

Fans, though, did not employ social distancing when they poured out to cheer Waerner as he drove the team off the Bering Sea ice and down Nome's Front Street to the finish line just after 12:30 a.m.

He will earn a minimum of $50,000 and a new pickup truck for winning the race.

Waerner immediately thanked the 10 dogs in harnesses. He petted and rubbed each dog, ending with his lead dogs, K2 and Bark, before handing out treats.

He called K2 "an amazing dog."

"He has this inside engine that never stops," Waerner said.

Bark is the tough one, the winning musher said.

"He's the one just charging through everything. It doesn't matter what comes, he will just go through it, storms or whatever," Waerner said. "So the two together are an amazing team."

Only His Second Attempt At The Race

Waerner, who began mushing in 1984, won the Iditarod in only his second attempt.

He finished 17th in 2015, when he earned Rookie of the Year honors. Wearner last year won the 745-mile Finnmarkslopet, the longest sled dog race in Europe.

As an 11-year-old boy in Norway, he read mushing magazines celebrating some of the Iditarod's most famous mushers. Their ranks included the race's only five-time winner, Rick Swenson. A four-time winner, the late Susan Butcher, had to fight off an angry moose in 1985 after it killed two of her dogs.

Waerner told reporters at the finish line that it was always his "dream to come here and do the race."

Waerner became the second Norwegian musher in the last three years and the third this century to win the race. Joar Leifseth Ulsom won in 2018 and Robert Sorlie took titles in 2003 and 2005.

All three Norwegians earned Rookie of the Year honors before winning.

Waerner encouraged other Norwegian mushers to follow in their footsteps.

"This is a great race you can do," he said. "Just start training."

"Super Excited"

Waerner's victory was also a moment of pride for the Anchorage Sons of Norway chapter. Members considered throwing a banquet in his honor at a lodge, but could not because of the coronavirus.

"We are super excited," said Lise Falskow, the Norwegian honorary consul in Alaska.

"Whenever a Norwegian is involved in the Iditarod, it's something that we all rally behind and get very excited because the Norwegians, they're tough and they're determined and like Alaskans, they don't shy away from the Iditarod," she said.

Waerner lives in Torpa, Norway, with his wife, Guro, who is a veterinarian who helps out with their kennel. He also owns an electrical business.

Nome was not the only Iditarod race location where fears over the coronavirus prompted changes. Some local officials in communities along the race's route asked that the checkpoints be moved outside of the villages to prevent any spread of the virus.

The Iditarod suffered a big blow this year when two longtime sponsors with deep Alaska ties dropped their financial support for the race.

People for the Ethical Treatment of Animals, or PETA, took credit for Alaska Airlines and the Anchorage Chrysler dealership dropping their support. The animal rights group targeted both companies with protests over what it has called the race's cruel treatment of dogs.

Alaska Airlines said PETA had nothing to do with its decision, which it called a change in the company's corporate giving strategy.

Fiat Chrysler Automobiles did not mention PETA when it confirmed that it would no longer sponsor the race.

The Anchorage dealership was one of the Iditarod's top-tier sponsors and provided the pickup for the race winner for 30 years.

Quiz

1 Which sentence from the section "Something Special" BEST explains the hazards of the Iditarod?

(A) Waerner took his dog team over mountain ranges, on the frozen Yukon River and across treacherous Bering Sea ice.

(B) He made it to the finish line on Nome's main street in 9 days, 10 hours, 37 minutes and 47 seconds.

(C) Major sporting and entertainment events have also been canceled or postponed.

(D) One rookie, Quince Mountain of Mountain, Wisconsin, was removed on March 18 because of a rule about competitiveness.

2 Read the following statement.

Waerner wanted to compete in the Iditarod for many years.

Which sentence from the article provides the BEST support for the above statement?

(A) Waerner, who began mushing in 1984, won the Iditarod in only his second attempt.

(B) As an 11-year-old boy in Norway, he read mushing magazines celebrating some of the Iditarod's most famous mushers.

(C) Waerner told reporters at the finish line that it was always his "dream to come here and do the race."

(D) Waerner became the second Norwegian musher in the last three years and the third this century to win the race.

3 Why was Lise Falskow excited about Waerner's victory in the Iditarod?

(A) They are both from the same hometown in Alaska.

(B) She is deeply involved in the Norwegian community in Alaska.

(C) They trained sled dogs together in Anchorage.

(D) She watched him compete and win Rookie of the Year in 2015.

4 According to the article, why did the Iditarod suffer a major setback this year?

(A) It received a lot of negative media attention after a serious accident killed a sled dog and injured others.

(B) It lost some of its long-standing sponsors after they faced protests from an animal rights group.

(C) It had to cancel multiple segments of the race due to the threat of coronavirus.

(D) It could not host its annual musher's banquet because of limits placed on public gatherings.

On this sheet of paper write out the (4) questions at the end of the article with the correct answer (Pay attention to copy the question and the answer correctly.)

1.

2.

3.

4.

Current Events- Summary Graphic Organizer

Name _____ Date _____ Period _____
Date of Presentation _____

Circle which of the following that you will be studying this week:

Global News **National News** **State News** **Local News**

Procedure:

- Google or other search engine "Current events for (_____)"
- Pick a topic that interests you.
- Write your topic for the week. _____
- Research your topic and complete the boxes below.
- After table is completed- write a summary of the event using the information below. 6-8 sentences.
- Include a picture and caption.

List the resources that you use to find your information here	**Who**: Who is the article about?
What: What are the main points to the article?	**When**: When did the date of the researched event take place?
Where: Where did the current event take place?	**Why**: What makes this event so interesting that people would care that it took place?

Summary writing assignment for: *Norwegian musher achieves boyhood dream, wins Iditarod race.* Please write a 8-15 sentence summary including information gathered on each of the graphic organizer boxes titled: Who, What, When, Where, Why. Remember to share your thoughts about the article and how important you think the information is that you learned and how it can help you.

Whiteriver Unified School District

Canyon Day Junior High

Students and Parents,

Hello, my name is Mr. Alex Rodriguez and I have created this Physical Education packet in order to continue exercise and physical movement for your children and our students through this trying time.

I have collected and created information and activities from various resources that will continue to keep your children motivated and active. Whether it be maintaining a basic running log for common exercises, or informative material surrounding sports and advanced activities.

We all understand what we must do to continue to be safe, and hopefully this packet will establish guidance and productivity for our kids in the field of physical education.

Thank you for your continuing support and stay safe!

Alex Rodriguez

Canyon Day Junior High

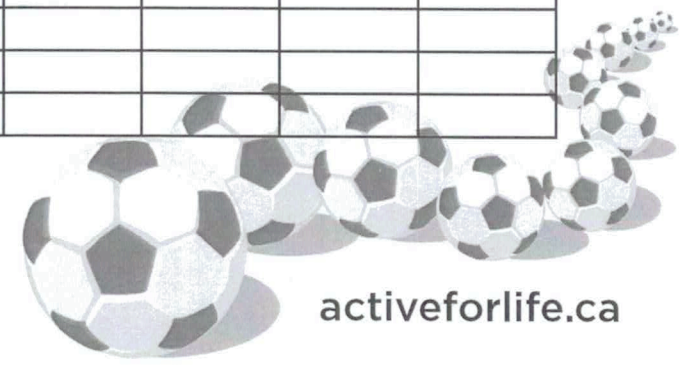
Alex.rodriguez@wusd.us

ACTIVE FOR LIFE

Activity & Skills Log

Kids! Record the number of minutes you were active doing these skills every day. Add up your total minutes each day. Can you get to 90?

Activity	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Outdoor play							
Climb a tree							
Hopscotch							
Jump rope							
Walk a tightrope							
Bike to school							
Ride a scooter							
Walk to school							
Run							
Hike							
Snow-shoeing							
Sledding							
Cross-country skiing							
Skiing							
Skating							
Practice throwing							
Practice kicking							
Dribble a ball							
Dance party							
Dance class							
Swim							
Basketball							
Hockey							
Martial arts							
TOTAL							



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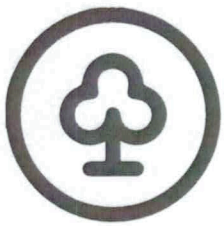
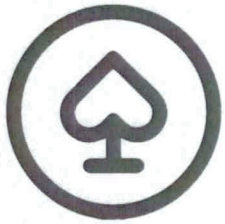
Cardio

The number on the cards is the number of repitions of the exercise you should try to complete.

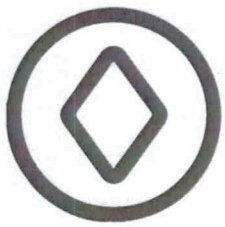


Jumping Jacks

Squats



Push-ups



Mountain Climbers

Ace, King, Queen, Jack = 10

Joker = 10 burpees

Fit Tac Toe

The basic Tic Tac Toe rules apply except you must follow the activity listed on the spot you choose!

Favourite dance move for 20 seconds	five pushups	Spin around 5 times fast!
Walk on your knees from one wall to another	Run to the nearest door and back	25 second plank
30 jumping jacks	Walk from one end of the room and back while balancing a book on your head	Pretend to ride a horse for 10 seconds

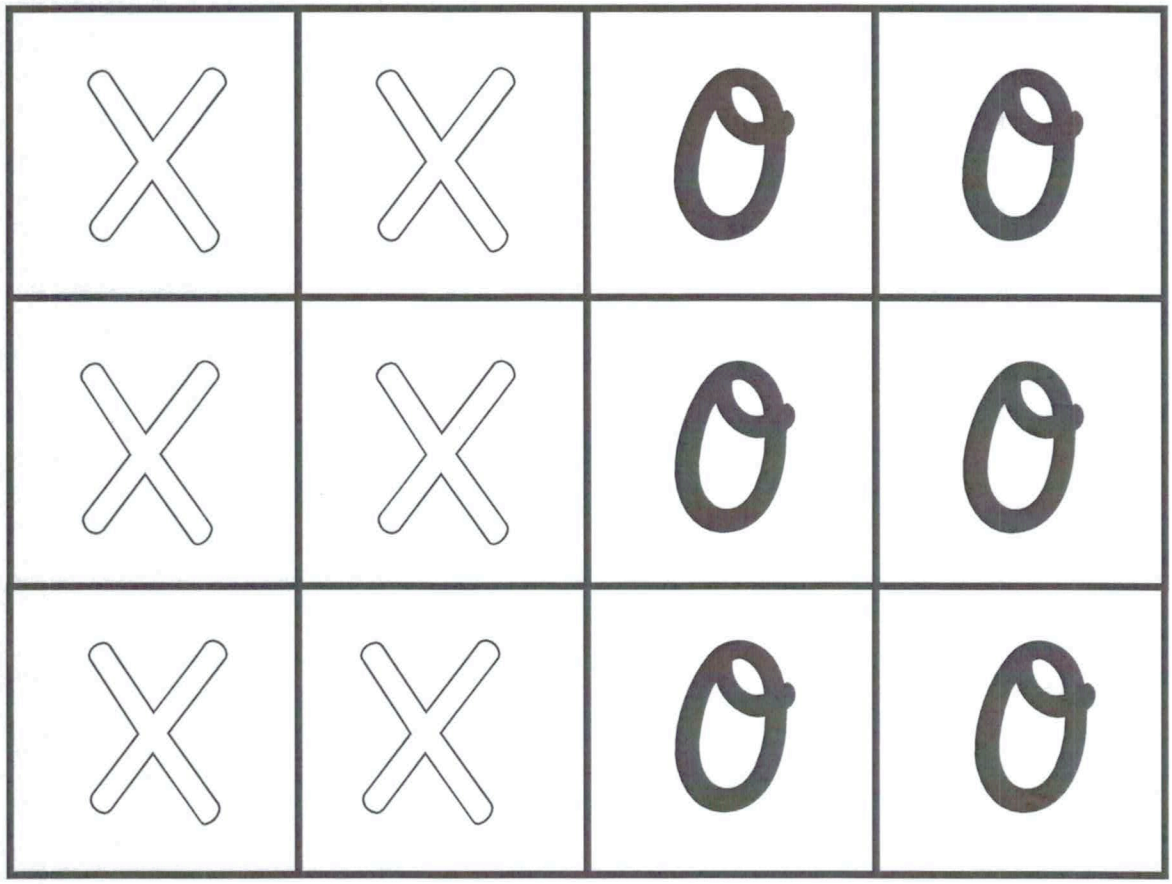
Fit Tac Toe

The basic Tic Tac Toe rules apply except you must follow the activity listed on the spot you choose!

15 squat jumps	five pushups	20 lunges
16 mountain climbers	50 high knees	30 second plank
50 high knees	40 sit ups	10 burpees

Fit Tac Toe

Game pieces



ALPHABET exercises

Below is a list of spelling options for the Alphabet Exercise Challenge

- SPELL YOUR FIRST, MIDDLE AND/OR LAST NAME
- SPELL THE NAME OF A FAMILY MEMBER
- SPELL THE NAME OF YOUR PET
- SPELL YOUR FAVOURITE FOOD
- SPELL YOUR FAVOURITE COLOUR
- SPELL THE MONTH OF YOUR BIRTHDAY
- SPELL YOUR STREET NAME
- COMPLETE THE ENTIRE ALPHABET

ALPHABET exercises

A	10 squats
B	15 jumping jacks
C	1burpee
D	10 arm circles
E	12 leg raises
F	20 second jump rope
G	16 mountain climbers
H	8 crunches
I	30 bicycle crunches
J	10 skaters
K	1 min. jog on the spot
L	3 star jumps
M	18 lunges
N	1 min. wall sit
O	30 sec. side plank
P	6 jump squats
Q	10 tricep dips
R	1 min. plank
S	20 butt-kicks
T	5 push-ups
U	10 side lunges
V	20 high knees
W	8 sumo squats
X	40 second stretch
Y	3 star jumps
Z	20 chair step-ups

Basic Yoga Poses (Part 1)

Balance Poses

Requirements

- No equipment required

Instructions

1. Either indoors or outdoors, show your child a balance pose, and encourage your child to imitate you as you hold the pose.
2. Stand up on the tips of your toes, arms stretched straight overhead.
3. Stand on one leg, other leg bent at the knee, arms raised straight sideways like wings.
4. Stand on one leg, arms raised straight sideways like wings, bend forward at the waist, and lift rear leg (airplane pose).
5. Stand on all fours, head down, rear in the air (downward dog pose in yoga).
6. From all fours, raise and hold one leg high in the air.
7. From all fours, raise and hold one arm high in the air.

* Adjust the difficulty of the pose according to age and ability of your child.
* Invent other balance poses together—use your imagination!

Variations

- Whenever you pose standing on one leg or one hand, be sure to repeat the same pose standing on the other leg or hand (develop ambidexterity).

Benefits

This activity develops coordination and balance.

M O V E !

Jump 10 times	Touch your toes 10 times	Do the trunk lift for 10 seconds	Reach as high as you can for 20 sec.	Do five pushups
20 jumping jacks	Wall sit and count to 20	Sit and reach for 10 seconds	March around your station	Do 10 Trunk twists
Give your team five high fives	Dance to the music	FREE	Run one lap around the house	Play rock paper scissors
Fly like an airplane	Run in place for 15 seconds	Walk on your tip toes to another station	lunges and count to 10	Balance on one foot and count to 10
bear crawls around the yard	Jump as high as you can	Tell another group "Good Job"	Squat in a chair 5 times	Skip around the yard

Use this randomly generated list as your call list when playing the game. There is no need to say the BINGO column name. Cross out each word as you announce it, to keep track. You can also cut out each item, place them in a bag and pull words from the bag.

1. Play rock paper scissors	2. lunges and count to 10	3. Squat in a chair 5 times
4. March around your station	5. Wall sit and count to 20	6. Skip around the yard
7. Jump as high as you can	8. Walk on your tip toes to another station	9. Run one lap around the house
10. Do the trunk lift for 10 seconds	11. Dance to the music	12. Balance on one foot and count to 10
13. bear crawls around the yard	14. Tell another group "Good Job"	15. Touch your toes 10 times
16. 20 jumping jacks	17. Do 10 Trunk twists	18. Fly like an airplane
19. Jump 10 times	20. Reach as high as you can for 20 sec.	21. Do five pushups
22. Run in place for 15 seconds	23. Give your team five high fives	24. Sit and reach for 10 seconds

NFL QB Warmup

Purpose of Activity:

To warm students up while also having them work on proper technique in the skills of throwing and catching a football.

Suggested Grade Level:

6-8

Materials Needed:

2 Hula Hoop or tires, 3 Trash Cans, and Footballs or Balls (soccer, basketball, etc.).

Description of Idea

This activity is designed for a warmup scenario and would take about 15-30 minutes. It gives the students a chance to have fun, be competitive, and also a chance to work on form and strategy.

There is a bit of setting up required for this activity. Students will be divided into 3 groups and will be assigned team names (Example: Titans, Jaguars, Colts). One group will be at one end of the court at the basket, another group will be at the other side of the court at the basket, and the third group will be at half court with the trash cans.

The groups at the basket will be practicing throwing. Students will hang a hula hoop on the baskets and if the students throw the ball through the hula hoop they will get four points, if they only hit the back board they will receive one point, if they make it through the basketball net they will receive 10 points, and if they miss everything they will receive zero points. While two groups are at either end of the court, the third group will be at half court with the trash cans. The trash cans will be labeled with different NFL team names. The trash cans are placed in three different distances, one being the closest, one a little further, and one being placed the furthest.

The students will be lined up on the sideline and each student will get three throws. If the student makes it in the closest trash can they will receive two points, the middle trash can is four points, and the furthest trash can is six points. Each team collectively keeps score while the score keeper walks around and observes. The score keeper will also keep time and rotate the teams and allow the groups five minutes at each station.

Variations:

Great for a station when teaching throwing and catching.

Assessment Ideas:

Based on the amount of points each team scored, the score keeper will be able to see if the students learned how to accurately throw the footballs. Also, by observing, the score keeper will be able to see which students need more practice and are at a higher or lower skill level.

Canyon Day Junior High Virtual Lesson Plan

Teacher: d.lupe Class apache Date: 4/6/20

Week of:	
Standard	Apache class family and animal
Learning Goal	**Student will identify family and animal words in Apache and translate to English**
Success Criteria	By using an Apache speaking person I will say the Apache word of family members and a few animals in Apache memorizing at least 15 animal words.
Assignments that are to be completed for each day.	
Monday	Students will write the Apache word for 17 English vocabulary words, they will also draw picture of each word.
Tuesday	Students will have a fill in the blank sheet of 20 family Apache words. Review by using family apache words. Introduce themselves in Apache Develop a family bracket (review) example on worksheet Write their family vocabulary words 3 times in Apache one time English
Wednesday	Students will be translating 8Apache family words to English Writing the 4clans in Apache/English and draw a picture of each of them. Developing a family bracket with 9 Apache family terms Write all family vocabulary words in alphabetical order (by the apache word)
Thursday	Introduction to Apache Vocabulary words on 23 apache animal words Match the Apache animal to English in each box Draw picture of the animal Write the words 3 times in Apache/ 1 time English
Friday	

NAME _____

BELLWORK - Monday - April 20, 20

Write the Apache for each of the following words: and draw something in that area or of that word

Whiteriver –

Dollars

CBQ

Mexican

Carrizo

Cents

Cedar Creek

Grandmother on Dad's side

Older brother/sister

Aunt/Uncle on Dad's side

Navajo

San Carlos

Younger brother/sister

I've been around

Hello/how are you

Relatives

Canyon day

NAME_____ DATE_____

FAMILY WORKSheet – Tuesday- April 7th

Fill in the bank with a Apache word that best fits.

Hey,_____, go zhoo, how are you?

The _____ can really run fast.

At Hawley Lake the _____ was around the lake.

At Reservation Lake the _____ flew down and picked up a fish.

My _____is going out for Miss White Mountain Apache.

_____ is entered in wolley riding for the fair.

Shii _____ and _____ have same color camp dress.

_____ and _____ are partners for team roping during the fair.

_____ calls me "choo"

A pretty _____ was sitting on a flower.

Tom and Sam calls each other _____.

My Dad's brothers and sisters are my _____.

My Mom's brothers and sisters are my _____.

_____ goes to school at 7-mile elementary.

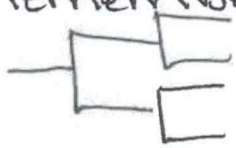
A Elderly speaker would call us _____.

My shiwoye' would call me_____.

My shichoohastin would call me _____
Why?_____.

Introduce yourself in Apache.

Develop a Family bracket: – Go up to grandparents Remember?



Write all your Apache Vocabulary words three times each (Apache and English)

ENGLISH	APACHE	APACHE	APACHE
Gozhoo	Blessing	Blessing	Blessing.

NAME_____

FAMILY: - Wednesday - April - 8

Translate the following to English.

Daagottee	Shik'a'a –
Shik'ee	nit
Wizhe'	shichine'
Shibeezhe'	ni

Write the four clans in Apache and English and draw a picture of each of them.

Translate the following to Apache:

My relatives	older bro/sis
Eagle	Grandpa (d)
My cousin/ man/man bro	Butterfly

Introduce yourself in Apache.

Using the following relatives develop a family bracket: Shii, Shimaa, Shitaa, Shiwoye, Shichoohastin, shidaale, shichine, shidee, shidizhia,

What would you call your Mother's Sister in Apache?

What would you call your Dad's Brother in Apache?

What would you call your relatives in Apache?

Write all the vocabulary words in alphabetical order.

NAME:

Thursday - April 9,

ANIMALS Match them correctly using the words below

horse	bear	beaver	donkey	dog
cat	cow	bird	bull	crow
deer	grasshopper	fish	rabbit	pig
[redacted]	butterfly	chicken	monkey	duck
roadrunner	turkey	skunk	[redacted]	earthworm

~~A. Tulgage~~
~~B. tazhi~~
~~[redacted]~~
~~D. magashi~~
~~E. log~~
~~F. goshe/lichanee~~
~~G. gaage~~
~~H. ch'osh dit'oge~~
~~I. ba'ndee~~

J. chaa
K. goshdi'ye
L. gah
M. gidi
N. na'ishchagi

O. dooli
~~P. [redacted]~~
Q. tazhik'ane

R. sha'sh
S. doole
T. gochi'
U. lii
V. biih

W. dlo'
X. golizhi
Y. nal'eeli

1) match the Apache to English - (write the word)

2) Draw picture of the animal

3) write words 3x in Apache / 1 time English back of paper

as:

English	Apache	Apache	Apache
[redacted]			