

# **STUDENT RESOURCE GUIDE**

**grade 12**



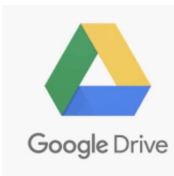
# Grade 12

## Distant Learning Daily Guide

### Log in information:



**Google Classroom:** You will need to check Google Classroom daily to view messages, announcements, updates and to get links for assignments as needed. Click [here](#) for help with using Google Classroom, uploading assignments, etc.

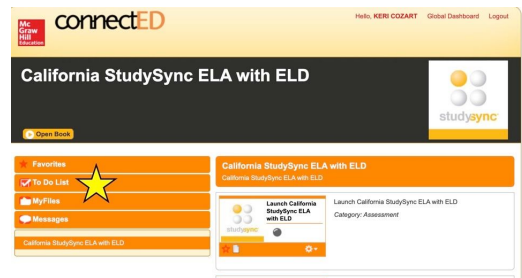


**Google Drive -** You will use Google Drive to create your Google Docs to share with your teacher. Your Google Drive will also have your personal Google Classroom Folder with activities/assignments that you clicked on in Google Classroom



**Connected:** <https://connected.mcgraw-hill.com/connected/login.do> All activities will be completed on line in StudySync. Assignments will be assigned through StudySync. All your assignments will be found under "My

Assignments" You will complete the reading and activities in StudySync.



### **Newsela:**

Activity handouts and directions will be found in this packet. It is encouraged to do the activities such as vocabulary, graphic organizers and summary writing by creating a Google Doc and sharing with your teacher. Don't forget to include on your Google Doc: Your name, date, name of assignment before sharing. You can upload this through Google Classroom or share directly with your teacher.



**PE log:** Click [HERE](#) to have a copy of your daily PE log. This copy will be saved directly to your Google Drive. You will be able to edit and type on this document directly each day. Share this log with your teacher by clicking on the blue share button in the upper right hand. Type in your teacher's name or email address.

**Annotation Video:** Click [here](#) for support on how to annotate

**Student SRG -** This is a daily guide for activities to be completed daily. Any Comprehension questions, writing prompts that are not in StudySync have been included in the daily activities. These activities should be completed on a Google Doc in your Google Drive. You can share these with your teacher by uploading to Google Classroom, or just sharing directly from your Google Doc by clicking on the blue Share button. A prompt will come up to type in your teacher's name/email address.





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SRG Assignment Sheet



Date	Subject	Assignment
Day 1 04/27	ELA	<b>Unit 1: Epic Heroes</b> <b>Assignment: First Read: DC Comics: Sixty Years of the World's Favorite Comic Book Heroes</b>  Watch the video preview, read the Intro for "DC Comics" and answer the Think questions.
	Math	Complete your ALEKS Initial Knowledge Check
	Government  OR	<i>Adapted from Newsela:</i> <a href="#">Separation of Powers</a> <i>Students can finish in one sitting or as suggested in this week's outline</i> Read and take notes the content summary and on the following 2 articles found at the end of the PDF: <ul style="list-style-type: none"><li>- Our system of checks and balances</li><li>- Separation of powers in U.S. government</li></ul>
	Economics	<i>Adapted from Newsela:</i> <a href="#">Supply and Demand</a> <i>Students can finish in one sitting or as suggested in this week's outline</i> Read and take notes the content summary and on the following article found at the end of the PDF: <ul style="list-style-type: none"><li>- Principles of economics: Demand and supply at work in labor markets.</li></ul>
	PE	New week: <a href="#">Daily Physical Activity Log</a>
Day 2 04/28	ELA	<b>Unit 1: Epic Heroes</b> <b>Assignment: DC Comics Skill: Informational Text Elements</b>  Watch the Text Elements concept definition video, take notes or annotate the model, and answer the "your turn" questions.
	Math	ALEKS topic
	Government  OR	<i>Adapted from Newsela:</i> <a href="#">Separation of Powers</a> <i>Students can finish in one sitting or as suggested in this week's outline</i> Read and take notes the content summary and on the following 2 articles found at the end of the PDF: <ul style="list-style-type: none"><li>- Primary Sources: James Madison's Federalist Papers No. 51</li><li>- Understanding states' rights and the 10th Amendment</li></ul>
	Economics	<i>Adapted from Newsela:</i> <a href="#">Supply and Demand</a> <i>Students can finish in one sitting or as suggested in this week's outline</i> Read and take notes on the following article found at the end of the PDF: <ul style="list-style-type: none"><li>- The definition and importance of the supply and demand model</li><li>- Dairy farmers to American public: Smile and say cheese, please</li><li>-</li></ul>
	PE	Daily Physical Activity Log



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Day 3 04/29	ELA	<b>Unit 1: Epic Heroes</b> <b>Assignment: Close Read: DC Comics: Sixty Years of the World's Favorite Comic Book Heroes</b>  Read and watch the introduction, complete the vocabulary section, read and use the annotate tool, and respond to the writing prompt
	Math	ALEKS topic
	Government  OR	<i>Adapted from Newsela:</i> <a href="#">Separation of Powers</a> <i>Students can finish in one sitting or as suggested in this week's outline</i> Answer the following questions (respond in 3-5 sentences): 1. How did the founders ensure that one branch of government didn't have more power than the others? 2. Compare and contrast the powers given to the federal government to those given to the state. 3. How does the checks and balance system protect the people?
	Economics	<i>Adapted from Newsela:</i> <a href="#">Supply and Demand</a> <i>Students can finish in one sitting or as suggested in this week's outline</i> Answer the following questions (respond in 3-5 sentences): 1. Explain the law of supply and demand in your own words. 2. Define and provide an example of equilibrium price. 3. Provide a detailed example on how the law of supply and demand has impacted your own life. <i>Optional: Create a Google Classroom assignment to collect responses</i>
	PE	Daily Physical Activity Log
Day 4 04/30	ELA	<b>Unit 1: Epic Heroes</b> <b>Assignment: Blast: The Best Movies Ever!</b>  Answer the Blast question, take the QuikPoll, and use the Annotation tool to read the Blast Background.
	Math	ALEKS topic
	Government  OR	<i>Adapted from Newsela:</i> <a href="#">Separation of Powers</a> <i>Students can finish in one sitting or as suggested in this week's outline</i> The constitution outlines the power of the federal government as well as the power of states. Now it is your turn to have a say. Use the <a href="#">T-Chart</a> worksheet or create your own on a piece of paper. Label the first column State Power and the second column Federal Power. Identify 5-7 powers you believe the state governments should have and 5-7 powers you think the federal government should have
	Economics	<i>Adapted from Newsela:</i> <a href="#">Supply and Demand</a> <i>Students can finish in one sitting or as suggested in this week's outline</i> <a href="#">Storyboard PDF</a> Complete a storyboard or use a blank piece of paper to detail the imaginary journey of a product to a store of their choice. Include where the product was produced, a connection to "supply, a connection to "demand" and the final location where the product was sold.
	PE	Daily Physical Activity Log



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Day 5 05/01	ELA	<b>Unit 1: Epic Heroes</b> <b>Assignment: Unit Wrap Blast: Our Stories, Ourselves!</b> Answer the Blast question, take the QuikPoll, and use the Annotation tool to read the Blast Background.
	Math	ALEKS topic
	Government  OR	<i>Adapted from Newsela:</i> <a href="#">Separation of Powers</a> Students can finish in one sitting or as suggested in this week's outline Superhero Design: Using what you have learned about the separation of powers, create a superhero that represents the powers of one of the branches of government. Explain the powers that your superhero has, as well as his or her limitations.
	Economics	<i>Adapted from Newsela:</i> <a href="#">Supply and Demand</a> Students can finish in one sitting or as suggested in this week's outline <a href="#">Snapshot PDF</a> Using the word snapshot worksheet or a piece of paper, select one of the vocabulary words and in your own words write a definition, use an example from one of the articles, an example from your life and draw a picture that illustrates the word.
	PE	Daily Physical Activity Log <i>Turn into your teacher</i>
Day 6 05/04	ELA	<b>Unit 2 The Human Condition</b> <b>Assignment: First Read: Brave New World</b>  Watch the video preview, read the excerpt for "Brave New World", watch the StudySync TV video, and answer the Think questions.
	Math	ALEKS topic
	Science	<i>Adapted from Newsela:</i>  Watch the video <a href="#">Decoding Watson</a> (2:07). As you watch, write down three ideas that connect to what you already know about DNA. Then, read the article <a href="#">DNA: An overview</a> . After, record three things you would like to know more about DNA.  <b>Explore a National Park!</b> Take a <a href="#">virtual tour</a> of icebergs, glaciers, and more in Kenai Fjords National Park in Alaska.
	PE	New week: <a href="#">Daily Physical Activity Log</a>



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Day 7 05/05	ELA	<b>Unit 2 The Human Condition</b> <b>Assignment: Skill: Story Elements</b>  Watch the Story Elements concept definition video, take notes or annotate the model, and answer the “your turn” questions.
	Math	ALEKS topic
	Science	<i>Adapted from Newsela:</i>  Watch the video <u>Central Dogma of Molecular Biology</u> . As you watch, write out or draw the major steps that occur to turn the information in DNA into living things. Feel free to use this <u>flowchart</u> (or a similar format in your own notebook). It may also be helpful to pause and/or rewatch different sections of the video.  <b>Explore a National Park!</b> Get up close and personal with an active volcano while virtually touring <u>Hawai'i Volcanoes National Park</u> .
	PE	Daily Physical Activity Log
Day 8 05/06	ELA	<b>Unit 2: The Human Condition</b> <b>Assignment: Close Read: Brave New World</b>  Read and watch the introduction, complete the vocabulary section, read and use the annotate tool, and respond to the writing prompt
	Math	ALEKS topic
	Science	<i>Adapted from Newsela:</i> Read either <u>Scientists can use your DNA to find your distant relatives</u> or <u>Did an outbreak of salmonella contribute to the end of the Aztecs?</u> . Then, write a one-paragraph response to the following question: How can DNA be used to help us understand our past? Be sure to include examples from the article you read.  <b>Explore a National Park!</b> Venture deep underground with a virtual visit to New Mexico's <u>Carlsbad Caverns National Park</u> .
	PE	Daily Physical Activity Log



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Day 9 05/07	ELA	<b>Unit 2: The Human Condition</b> <b>Assignment: Brave New World Blast: Seeing Double</b>  Answer the Blast question, take the QuikPoll, and use the Annotation tool to read the Blast Background.
	Math	ALEKS topic
	Science	<i>Adapted from Newsela:</i> Read the article <u>Issue Overview: Gene editing</u> . Then, watch the video <u>Gene Editing and CRISPR: How Far Should We Go?</u> . <b>Make a claim:</b> Next, complete this <u>worksheet</u> as you answer the following question: Do the benefits of gene editing outweigh the risks?  <i>To collect work, assign the <u>worksheet</u> on Google Classroom</i>  <b>Explore a National Park!</b> Take a virtual trip out West and experience the beauty and wonder of Utah's Bryce Canyon National Park.
	PE	Daily Physical Activity Log
Day 10 05/08	ELA	<b>Unit 2: The Human Condition</b> <b>Skill: Brave New World Greek and Latin Affixes and Roots</b>  Watch the Greek and Latin Affixes and Roots concept definition video, take notes or annotate the model, and answer the "your turn" questions.
	Math	ALEKS topic
	Science	<i>Adapted from Newsela:</i> Read the article <u>Dream Jobs: Pathologist</u> . Then, write down 5 questions you would ask a pathologist if you were able to interview them.  <b>Explore a National Park!</b> Check out coral reefs, shipwrecks, and more with a virtual visit to Florida's Dry Tortugas National Park.
	PE	Daily Physical Activity Log <i>Turn into your teacher</i>



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Day 11 05/11	ELA	<b>Unit 3: An Exchange of Ideas</b> <b>First Read: The United States v. the Amistad</b>  Watch the video preview, read the excerpt for “The United States v. the Amistad”, watch the StudySync TV video, and answer the Think questions.
	Math	ALEKS topic
	Government	<i>Adapted from Newsela:</i> <a href="#">Rights and Responsibilities of Citizens</a> <i>Students can finish in one sitting or as suggested in this week’s outline</i> Read and take notes the content summary and on the following 2 articles found at the end of the PDF: <ul style="list-style-type: none"><li>- U.S. citizens' rights and responsibilities</li><li>- How Government Works: What is citizenship?</li></ul>
	Economics	<i>Adapted from Newsela:</i> <a href="#">Financial Literacy</a> <i>Students can finish in one sitting or as suggested in this week’s outline</i> Read and take notes the content summary and on the following 2 articles found at the end of the PDF: <ul style="list-style-type: none"><li>- Creating a personal budget</li><li>- How do taxes work in the U.S. government?</li><li>-</li></ul>
	PE	New week: <a href="#">Daily Physical Activity Log</a>
Day 12 05/12	ELA	<b>Unit 3: An Exchange of Ideas</b> <b>Assignment: The United States v. the Amistad Skill: Reasons and Evidence</b>  Watch the Reasons and Evidence concept definition video, take notes or annotate the model, and answer the “your turn” questions.
	Math	ALEKS topic
	Government  OR	<i>Adapted from Newsela:</i> <a href="#">Rights and Responsibilities of Citizens</a> <i>Students can finish in one sitting or as suggested in this week’s outline</i> Have students read and take notes on the following 2 article: <ul style="list-style-type: none"><li>- Primary Sources: The Bill of Rights</li><li>- Opinion: Want a revolution? It’s easy-go vote</li><li>-</li></ul>
	Economics	<i>Adapted from Newsela:</i> <a href="#">Financial Literacy</a> <i>Students can finish in one sitting or as suggested in this week’s outline</i> Have students read and take notes on the following 3 articles found at the end of the PDF: <ul style="list-style-type: none"><li>- The U.S. banking system: origin, development and regulation</li><li>- What is credit?</li><li>- Health care decisions will affect how young people vote in midterms</li></ul>
	PE	Daily Physical Activity Log





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Day 13 05/13	ELA	<b>Unit 3: An Exchange of Ideas</b> <b>Assignment: The United States v. the Amistad Skill: Media</b>  Watch the Media concept definition video, take notes or annotate the model, and answer the “your turn” questions.
	Math	ALEKS topic
	Government  OR	<i>Adapted from Newsela:</i> <a href="#">Rights and Responsibilities of Citizens</a> <i>Students can finish in one sitting or as suggested in this week’s outline</i> Have students answer the following questions (respond in 3-5 sentences): 1. In your own words, explain the difference between rights and responsibilities. 2. Explain what citizenship is and evaluate whether all U.S citizens are represented fairly. 3. How can you exercise your rights and responsibilities?
	Economics	<i>Adapted from Newsela:</i> <a href="#">Financial Literacy</a> <i>Students can finish in one sitting or as suggested in this week’s outline</i> Have students answer the following questions (respond in 3-5 sentences): 1. Why are budgets an important part of personal financial planning? 2. Explain the purpose of taxes and how the government collects taxes. 3. Describe the advantages and disadvantages of credit.
	PE	Daily Physical Activity Log
Day 14 05/14	ELA	<b>Unit 3: An Exchange of Ideas</b> <b>Close Read: The United States vs. the Amistad (2-day assignment)</b>  Read watch the introduction, complete the vocabulary section, read and use the annotate tool, and respond to the writing prompt
	Math	ALEKS topic
	Government  OR	<i>Adapted from Newsela:</i> <a href="#">Rights and Responsibilities of Citizens</a> <i>Students can finish in one sitting or as suggested in this week’s outline</i> Answer the following about the Bill of Rights: If you could add 5 more rights to the Bill of Rights what would they be and why would you add them?
	Economics	<i>Adapted from Newsela:</i> <a href="#">Financial Literacy</a> <i>Students can finish in one sitting or as suggested in this week’s outline</i> Budget: Imagine you have a monthly income of \$3,000. Create a budget that includes the following expenses: rent, food, healthcare, utilities, car payments, student loans and miscellaneous spending. In your budget determine how much you can spend on each expense per month.
	PE	Daily Physical Activity Log



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Day 15 05/15	ELA	<b>Unit 3: An Exchange of Ideas</b> <b>Close Read: The United States vs. the Amistad (2-day assignment)</b>  Read and watch the introduction, complete the vocabulary section, read and use the annotate tool, and respond to the writing prompt
	Math	ALEKS topic
	Government  OR	<i>Adapted from Newsela:</i> <a href="#">Rights and Responsibilities of Citizens</a> <i>Students can finish in one sitting or as suggested in this week's outline</i> Have students Interview a Responsible Citizen: Identify someone in your life that you think is a responsible citizen. This can be a teacher, parent, neighbor, or friend. Craft 5-7 questions to use to interview that person about the responsibilities of citizenship. Conduct the interview via email or phone. Write a reflection, sharing what you learned from the interview
	Economics	<i>Adapted from Newsela:</i> <a href="#">Financial Literacy</a> <i>Students can finish in one sitting or as suggested in this week's outline</i> Think about an item that you or a friend have been wanting to purchase, like a new TV, phone, video game system, car, etc. Choose two similar items (iPhone vs Samsung phone) to compare and contrast. Research the cost, feature, quality, and reviews. Write a recommendation for the item that you think is best and explain why you selected it.
	PE	New week: <a href="#">Daily Physical Activity Log</a> <i>Please collect complete log</i>
Day 16 05/18	ELA	<b>Unit 4: Emotional Currents</b> <b>Assignment: First Read: The Masque of the Red Death</b>  Watch the video preview, read the Intro for "Masque of the Red Death" and answer the Think questions.
	Math	ALEKS topic
	Science	<i>Adapted from Newsela:</i>  This week we'll be exploring the world of cells. Specifically, we'll look at some ways that cells take in energy. Begin by watching the video <a href="#">How Does Bread Rise?</a> . Then, look at this <a href="#">image of matzah bread</a> , a special type of bread that is completely flat. Next, write out a 2-3 sentence response to each of the following questions:  Why do you think matzah bread is flat? How would a baker go about making bread like this?
	PE	New week: <a href="#">Daily Physical Activity Log</a>



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Day 17 05/19	ELA	<b>Unit 4: Emotional Currents</b> <b>Assignment: The Masque of the Red Death Skill: Irony</b> <b>Assignment Type: Skill</b> Have students watch the Irony concept definition video, take notes or annotate the model, and answer the “your turn” questions. <i>Optional:</i> <ul style="list-style-type: none"><li>Assign Access 4 Handout to help students take guided reading notes</li></ul>
	Math	ALEKS topic
	Science	<i>Adapted from Newsela:</i>  Read the article <a href="#">How bread works</a> . Use the <a href="#">Notice, Wonder, Connect</a> worksheet (or a notebook at home) to record several noticings, wonderings, and connections that you made while reading the article.
	PE	Daily Physical Activity Log
Day 18 05/20	ELA	<b>Unit 4: Emotional Currents</b> <b>Assignment Skill: Compare and Contrast</b>  Watch the Compare and Contrast concept definition video, take notes or annotate the model, and answer the “your turn” questions.
	Math	ALEKS topic
	Science	<i>Adapted from Newsela:</i>  We started this week exploring the chemistry of bread-making. As you probably discovered, the secret to rising bread is that the yeast in dough eats sugar and releases carbon dioxide gas, making the bread airy and fluffy. This is an example of cellular respiration at work!  Today you’ll dig deeper into this process by reading <a href="#">All About Cellular Respiration</a> . After, use this <a href="#">Flow Chart</a> to show the process of cellular respiration. Try to include <b>reactants</b> (the chemicals needed to carry out cellular respiration) and <b>products</b> (what is produced in cellular respiration).
	PE	Daily Physical Activity Log



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Day 19 05/21	ELA	<b>Unit 4: Emotional Currents</b> <b>Assignment: Close Read: The Masque of the Red Death</b> <b>Assignment Type: Reading</b> Have students read/watch the introduction, complete the vocabulary section, read and use the annotate tool, and respond to the writing prompt <i>Optional:</i> <ul style="list-style-type: none"><li>• Assign the Vocabulary Core Handout PDF for additional note taking</li><li>• Assign the Access 4 Handout for note taking on vocabulary, analyzing the text and organizing student response to the prompt</li></ul>
	Math	ALEKS topic
	Science	<i>Adapted from Newsela:</i>  <b>Quick Lab!</b>  Note: You will need a clothespin and a timer to complete this experiment.  To start, set a timer and begin opening and closing the clothespin as many times as possible! When 30 seconds have passed, write down how many times you opened and closed the clothespin. Repeat for a total of 10 times with each hand! Then, write down your responses to these questions (you can take a short break first!):  Were there differences between your left and right hand? When you were using mostly aerobic respiration? How about anaerobic respiration? How can you tell?
	PE	Daily Physical Activity Log
Day 20 05/22	ELA	<b>Unit 4: Emotional Currents</b> <b>Assignment: The Masque of the Red Death Blast: Fear Itself</b>  Have students answer the Blast question, take the QuikPoll, and use the Annotation tool to read the Blast Background.
	Math	ALEKS topic
	Science	<i>Adapted from Newsela:</i>  Choose one of the following articles:  <u>Kids can run all day - because they've got muscles like endurance athletes</u>  <u>No oxygen? It's all in the sweet metabolism for naked mole rats</u>  Then, write out the steps of a different scientific study that could further explore what was described in the article.
	PE	Daily Physical Activity Log <i>Turn in your log</i>