<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td><strong>Learning Warm-Up and Independent Reading</strong></td>
<td><strong>Learning Warm-Up and Independent Reading</strong></td>
<td><strong>Learning Warm-Up and Independent Reading</strong></td>
<td><strong>Learning Warm-Up and Independent Reading</strong></td>
<td><strong>Learning Warm-Up and Independent Reading</strong></td>
</tr>
<tr>
<td></td>
<td>- Answer Questions, 1-4</td>
<td>- Answer Questions, 5-7</td>
<td>- Complete learning pathway through Imagine Learning Literacy</td>
<td>- Complete learning pathway through Imagine Learning Literacy</td>
<td>- Complete learning pathway through Imagine Learning Literacy</td>
</tr>
<tr>
<td></td>
<td>- Complete learning pathway through Imagine Learning Literacy (Access through Clever, found on CMSD website student page)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td><strong>Language</strong></td>
<td><strong>Language</strong></td>
<td><strong>Language</strong></td>
<td><strong>Language</strong></td>
<td><strong>Language</strong></td>
</tr>
<tr>
<td>9:00</td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>10:00</td>
<td>Writing Prompt: Why did the man with the beard say there is a big problem with bears at Glacier National Park?</td>
<td>Writing Prompt: What is an “apex predator”?</td>
<td>Writing Prompt: Authors use words to paint pictures in the reader’s mind. Draw the picture you see when you read this selection: “Broken glass glittered in the dirt. Paper bags lay crumpled under tables. There were even straw wrappers floating in the air, like ghostly little birds.” – Chapter 10</td>
<td>Writing Prompt: Describe Steve’s bear attack using at least three details from the text.</td>
<td>Writing Prompt: Why did the man with the beard say there is a big problem with bears at Glacier National Park?</td>
</tr>
<tr>
<td>12:00</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>Math Activity: Identify Metric Measurement Benchmarks (20.1 More Practice/Homework)</td>
<td>Math Activity: Identify Metric Measurement Benchmarks (20.1 Reteach)</td>
<td>LUNCH</td>
</tr>
<tr>
<td>12:30</td>
<td>Social Studies Activity: Read, “Full Extent of the Law” and “Order for a Decent Society”</td>
<td>Social Studies Activity: Read, “Uncle Sam Says” and “Even Daredevils Need Harnesses”</td>
<td>Social Studies Activity: Complete, Think &amp;Review and Let’s Write</td>
<td>Social Studies Activity: Complete, Think &amp; Review and Let’s Write</td>
<td>Social Studies Activity: Complete, Think &amp; Review and Let’s Write</td>
</tr>
<tr>
<td>2:00</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
</tr>
<tr>
<td>2:30</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
</tr>
</tbody>
</table>
Family and Student Supports:

Please review family letters for these content area assignments:
- Literacy
- Math
- Science
- Social Studies
- Art
- Music

Student Learning Kits

**Supplies:** ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book

**Math:** Daily Math Practice Journal

**Literacy:** Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal

**Science:** Daily Science Activity & Journal

**Art:** watercolor paint, paper

Additional Student Supports:

<table>
<thead>
<tr>
<th>Individual Supports</th>
<th>Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the Individual Supports packet of information for additional access to individual student supports as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td>Please reference the Academic Enrichment Packet for English Language Learners to access additional student supports as needed.</td>
</tr>
</tbody>
</table>

Please reach out to your child’s school if you have any questions or need assistance with login information.
<table>
<thead>
<tr>
<th>Resource</th>
<th>Access Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine Learning – Literacy</td>
<td>Accessible through Clever (Found on CMSD website student page)</td>
</tr>
<tr>
<td>Online learning for literacy – 30 minutes daily (may replace portion of Reading block)</td>
<td></td>
</tr>
<tr>
<td>Imagine Learning – Math</td>
<td>Accessible through Clever (Found on CMSD website student page)</td>
</tr>
<tr>
<td>Online learning for math - 30 minutes daily (may replace Math block)</td>
<td></td>
</tr>
<tr>
<td>BrainPop Junior</td>
<td><a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a></td>
</tr>
<tr>
<td>Online video clips that can be used for learning in all subject areas.</td>
<td></td>
</tr>
<tr>
<td>Scholastic Learn at Home</td>
<td><a href="http://www.scholastic.com/learnathome">http://www.scholastic.com/learnathome</a></td>
</tr>
<tr>
<td>Access to books and read alouds along with literacy lessons to use at home.</td>
<td>Username: Learning20</td>
</tr>
<tr>
<td></td>
<td>Password: Clifford</td>
</tr>
<tr>
<td>exactPath (access through Clever)</td>
<td>Accessible through Clever (Found on CMSD website student page)</td>
</tr>
<tr>
<td>Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)</td>
<td></td>
</tr>
<tr>
<td>Second and Seven Read Alouds</td>
<td><a href="https://kids.secondandseven.com/">https://kids.secondandseven.com/</a></td>
</tr>
<tr>
<td>Online read alouds for grades K-2. No login is needed.</td>
<td></td>
</tr>
<tr>
<td>Khan Academy</td>
<td><a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a></td>
</tr>
<tr>
<td>Digital Math Instruction Videos – Free login</td>
<td></td>
</tr>
</tbody>
</table>
# Movement & Mindfulness Break Options:

<table>
<thead>
<tr>
<th>Outside Play Activities</th>
<th>Playground Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go Noodle</td>
<td>Go for a Run or Walk (with an adult)</td>
</tr>
<tr>
<td><a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The OT Toolbox</th>
<th>Fluency and Fitness (free for 3 wks)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mind Yeti</th>
<th>Positive Psychology</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Calm (app available also)</th>
<th>Teach, Train, Love</th>
</tr>
</thead>
</table>
Hello Cleveland Metropolitan School Staff,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through the partnership with Imagine Learning, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Here is some information on each program in case they are new to you.

**Imagine Language & Literacy**
Students who have previously used Imagine Language & Literacy will have access as they always have, if they have devices & wifi at home. New students will be added providing broader access to this program and will need to know the program starts with an embedded placement test (don’t help!) that will build a custom pathway just for them. Imagine Language & Literacy is very deliberately scaffolded to teach the five elements of literacy, language and grammar and is built specifically to create a wow factor of engagement for students. It will remediate when necessary and will also advance students past previously learned skills to keep them on the leading edge of their learning. They can login 30 minutes a day through the Clever portal. Always click on the Blue Booster tile upon login- ignore anything referencing Galileo as we do not use it in your school district any longer.

**Imagine Math PreK-2**
Students being added to Imagine Math PreK-2 will login and it will start with a song, an activity, and then a 25-35 minute placement test (don’t help!) that will build a custom pathway just for them. Once they are placed, they are immersed in a world of fun characters who do math using everyday items in the world around them. Students can login for 30 minutes a day as an option for home learning!

**Imagine Math 3+ (3rd grade- Geometry)**
Students being added to Imagine Math 3+ will login and it will start with a 30 question placement test after which they are assigned a quantile score (for teachers to access.) Then students work on a grade level and district-specific pathway. We recommend
they have scratch paper at all times and that they use it generously. Students are encouraged to use the glossary and the HELP tabs to learn multiple strategies when they encounter a challenging problem and to access the live teacher who will come on and help them think through the problem. Students can login for 30 minutes or complete one full lesson a day as an option for home learning.

- [ ] Language Support for ELs in Imagine Math
- [ ] Meet the Live Teachers at Imagine Math

Our Virtual Support Commitment to You
Teachers can join our online training modules in Imagine University. Next, we have pre-recorded webinars that are accessible immediately. There are also live webinars they can register for. We are also happy to set up time with teachers or schools individually to address your unique questions and needs. Here are links for these resources:

- [ ] Imagine Learning University (teachers will need to create an account)
- [ ] Pre-recorded Webinar- Getting Started with Imagine Language & Literacy
- [ ] Pre-recorded Webinar- Getting Started with Imagine Math (PreK-2)
- [ ] Pre-recorded Webinar – Getting Started with Imagine Math (3+)
- [ ] Live Webinars
- [ ] Local Team Live Virtual Hours for Q&A (TBD).

These two links will be helpful for educators and families, specific to At-Home Learning:

- [ ] https://www.imaginelearning.com/at-home-educator
- [ ] https://www.imaginelearning.com/at-home

Let us know if you need anything at all. Stay safe and healthy!

~Kristi Bidinger
Area Partnership Manager | Eastern Ohio
c 216.401.3963
Kristen.bidinger@imaginelearning.com
Cleveland Metropolitan School Families,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through our partnership with Imagine Learning, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Families, please visit imaginelearning.com/at-home to learn how our programs work.

If your student has not used Imagine Learning programs before, they will be prompted to take an initial Benchmark test. Please do not help them, as it creates their unique learning pathway. As a guide, students should log approximately 20-30 minutes per program per day.

For Imagine Language & Literacy, students should use Clever logins and then click on this tile:

![Image of Imagine Language & Literacy tile]

For Imagine Math, students should use Clever logins and then click on this tile:

![Image of Imagine Math tile]

*If needed upon first login, use this Site Code: 3904378.

Clever Login Example:  
Username: ccbiyu001  
Password: ca0646

Best Regards,  
Kristi Bidinger  
Imagine Learning Area Partnership Manager
Dear Parents/Guardians,

In the work packet, you will find assignments for the below subjects. Most often there will be more than one assignment for a subject. After your child completes the assignment(s) in each area, he/she should place a check in the box. This checklist will help your child monitor his/her completion of tasks, as well as promote responsibility. --Thank you!

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Warm-Up and Independent Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Wild Ride

As the coaster clicks slowly up its first hill, it feels as if you’ll never get to the top. Then suddenly you’re plummeting down the other side, tilting and turning. Your stomach leaps up into your mouth, then sinks down into your shoes as you scream around a bend and turn upside-down. When the train finally comes to a stop, you’re out of breath, your heart racing. Another victory for gravity—and one wild ride!

2. How does the author start this article?

- describing what it’s like to ride a roller coaster
- explaining what makes roller coasters go fast
- teaching about the effects of gravity
- giving tips on how to enjoy a roller coaster ride
What makes roller coaster rides so exciting? How do they work? What keeps you from flying out of the cars? Roller coasters are machines that turn falling into fun. Traditional roller coaster cars don’t have engines. A big chain drags them up the first hill. After that, gravity pulls them around the track.

3. Read this paragraph from the article. Highlight the sentence that explains the main idea of the paragraph.

Roller coasters are machines that turn falling into fun. Traditional roller coaster cars don’t have engines. A big chain drags them up the first hill. After that, gravity pulls them around the track.

As the coaster rushes forward, the wheels rub against the track and the cars push against the air. This creates friction and the cars go a little slower and have a little less power behind them. This means each hill must be a bit shorter than the previous one. Engineers control the speed of the ride by the steepness of the hills. Riders like to go fast—but not so fast that they can’t breathe. Roller coaster designers carefully figure out how steep each hill should be to get as much speed as possible without sending the cars off the track or making the people inside fly out.

4. What makes a traditional roller coaster go fast?

- a big chain and friction
- a powerful engine
- air pushing against the cars gravity and steep hills

When the coaster speeds up a hill, your body presses back into your seat, making you feel like an astronaut during a rocket launch. The squashing force you feel is called g-force. It’s measured by comparing it to normal Earth gravity (which is 1 g). A little extra g-force is thrilling, but too much can be uncomfortable. Most roller coasters stay under about 3 or 4 g’s, which feels like three or four times that of normal gravity. Before a roller coaster is even built, computers can figure out exactly how much squashing force (or g’s) a rider will feel at any point in the ride. If it’s too much, engineers make the hills less steep or the curves less sharp.

As the car goes over the top of a hill and starts to plunge down, for a second your body is still traveling upward. This makes you feel like you’re floating, about to come out of your seat. This floating sensation is called airtime. If you like it, sit in the last car, lift your feet, and look up as you go over the hill. You might feel like you’re flying!
When you go around a curve, you might notice that the track slants sideways instead of lying flat. That’s because the heavy, fast-moving cars naturally want to continue going straight. The tilted track helps push them around the curve. Your body also wants to keep going straight. The tighter the turn, the more you’ll feel like you will fly out sideways.

A good roller coaster ride unfolds just like a good action movie. Steep climbs and drops are spaced between more gentle hills and turns to let you catch your breath. Some roller coasters even do loops. So why don’t you fall out? One reason has to do with the safety bar. It holds you firmly in place, even upside down. (Thank you, safety bar!) But the main reason is a force created by the fast-moving roller coaster car which is called centrifugal force.

5. Read these sentences from the article. Highlight the sentence that includes a simile.

You can see this force at work with a pail and a ball. Put the ball in the pail and swing the pail quickly in a complete loop over your head. The ball stays in the pail. Why? At each moment around the curve, the ball wants to keep going straight ahead, off into space. But it’s stopped by the pail. On a roller coaster, the force of the cars as they try to keep going forward sticks them to the track, even upside-down.

At the end of the ride, as the cars return to the station, strong brakes on the track grab onto the cars and bring them to a gentle stop. Ride’s over! Time to go again!

6. Which **TWO** things keep the cars on the track?

- centrifugal force
- a swinging pail
- a safety bar
- three sets of wheels
- strong brakes
Why do we like to scare ourselves silly? It’s a trick of how our brains work. When you feel yourself falling, your fear center sends out an emergency alert. Your body floods with adrenaline, a chemical that wakes you up and gives you a sudden burst of energy. But a moment later, another—slightly slower—part of your brain says, “Hey, wait, we’re on a ride! It’s OK!” Fear plus instant relief equals a thrilling ride you won’t forget!

7. What do you think the perfect roller coaster ride would be like? Would it have steep hills, sharp curves, dips, or loops? Describe the perfect roller coaster ride in 2–3 sentences.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. Match the words from the word bank below to the descriptions of how engineers design roller coasters. Write one word in each blank.

airtime  centrifugal force  friction  adrenaline  g-force
9. Use the information you’ve highlighted and the answers to the questions to help you write a summary of the article. Write at least five sentences. Be sure to explain the following:

- why roller coasters are exciting rides
- at least three details about the forces and designs that make a traditional roller coaster work

Go back through the text and highlight at least three details about the forces and designs that make a traditional roller coaster work.
Discussion Questions

How do roller coaster engineers make roller coasters fast and thrilling, while also making them safe?

What does the author mean by, “A good roller coaster ride unfolds just like a good action movie”? How would you design a roller coaster ride? Would you model it after a specific movie?

Media Credits: “Rollercoaster dragon khan universal port aventura spain” courtesy of Boris23, Wikimedia Commons, 2004
“Crazy Cobra” is a derivative of “疯狂眼镜蛇过山车” by Techyan, Wikimedia Commons, 2013 used under CC BY-SA 3.0
Find Unknown Angle Measures

You can use known angle measures to find unknown angle measures.

Find the measure of the unknown angle, $x$.

**A.** Identify what you know.
- The two angles form a right angle. So, the sum of their measures is $90^\circ$.
- The measure of one angle is $60^\circ$.

**B.** Determine how you can use what you know to find the measure of angle $x$.
You can subtract $60^\circ$ from $90^\circ$.

**C.** Write an equation to find the measure of angle $x$.

$$90^\circ - 60^\circ = 30^\circ$$

The measure of angle $x$ is $30^\circ$.

Write an equation to find the measure of the unknown angle.

1. 
   \[50^\circ \quad + \quad \bigcirc \]
   \[80^\circ \quad \bigcirc \quad \bigcirc \]

2. 
   \[15^\circ \quad \bigcirc \quad 80^\circ \quad \bigcirc \quad \bigcirc \quad \bigcirc \]

3. \[x \quad 35^\circ \quad \bigcirc \quad \bigcirc \quad \bigcirc \quad \bigcirc \quad \bigcirc \]

4. \[\bigcirc \quad 65^\circ \quad 145^\circ \quad \bigcirc \quad \bigcirc \quad \bigcirc \quad \bigcirc \quad \bigcirc \]
Find Unknown Angle Measures

Write an equation to find the measure of the unknown angle.

1.
\[ 60^\circ + 105^\circ = x \]

2.
\[ 55^\circ + 15^\circ = x \]

3.
\[ 50^\circ + 45^\circ = x \]

4.
\[ 170^\circ + 100^\circ = x \]

5.
\[ 230^\circ + 85^\circ = x \]

6.
\[ 200^\circ + 65^\circ = x \]

7.
\[ 130^\circ + 75^\circ = x \]

8.
\[ 215^\circ + 130^\circ = x \]
Find Unknown Angle Measures

1. Laura cuts a square out of scrap paper as shown. What is the angle measure of the piece left over?

2. Math on the Spot What if Laura cut a smaller square as shown? Would $m\angle MNQ$ be different? Explain.

Write an equation to find the measure of the unknown angle.

3. 

4. 

5. 

6. 

7. 

8.
**Test Prep**

9 Which equation shows the measure of the unknown angle?

- **A** $85^\circ + 30^\circ = 115^\circ$
- **B** $85^\circ - 30^\circ = 55^\circ$
- **C** $115^\circ + 30^\circ = 145^\circ$
- **D** $115^\circ - 30^\circ = 85^\circ$

10 Match the measure of each angle with its angle.

- $180^\circ$  
- $65^\circ$  
- $25^\circ$  
- $90^\circ$

Write an equation to find the measure of the unknown angle.

11

12

**Spiral Review**

13 How many degrees are in an angle that turns through $\frac{1}{8}$ of a circle?

14 Use a protractor to find the angle measure.
Identify Metric Measurement Benchmarks

You have learned how to use customary units to measure. You can also use metric units to measure. You can use objects as benchmarks.

<table>
<thead>
<tr>
<th>Length:</th>
<th>Volume:</th>
<th>Mass:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A dime is about 1 millimeter thick.</td>
<td>• A raindrop is about 1 milliliter.</td>
<td>• A raisin has a mass of about 1 gram.</td>
</tr>
<tr>
<td>• Your pinky finger is about 1 centimeter wide.</td>
<td>• 1 quart is about the same as 1 liter.</td>
<td>• A dictionary has a mass of about 1 kilogram.</td>
</tr>
<tr>
<td>• The distance from a doorknob to the floor is about 1 meter.</td>
<td>• A large soda bottle holds 2 liters.</td>
<td></td>
</tr>
</tbody>
</table>

Circle the better estimate of the measure.

1 About how much liquid can a pot hold?
   - 3 milliliters
   - 3 liters

2 About how wide is a refrigerator?
   - 1 meter
   - 1 decimeter

3 About how much does a puppy weigh?
   - 6 grams
   - 6 kilograms

4 About how long is a dollar bill?
   - 16 centimeters
   - 16 millimeters
Identify Metric Measurement Benchmarks

1. Which amount is a reasonable mass for a banana?
   - 120 grams
   - 12 kilograms

2. **Reason** Charlie says that a small mug holds about 1 liter. Is he correct? Why or why not?

3. Taryn wants to measure the height of her 4-year-old brother. Which could she use?

   - **Attend to Precision** For each item, tell what metric unit you would use to measure.

4. mass of a dog
5. length of a road trip
6. amount of water in a pool
7. mass of a feather

8. Record an object whose mass you could measure in grams.

9. Record an object whose liquid volume you could measure in liters.
Test Prep

10 Kip measures the length of his shoe. Which measurement could be correct?
   A  19 centimeters       C  19 meters
   B  19 kilometers        D  19 millimeters

11 Which could you use to measure liquid volume? Choose all that are correct.
   A  gram
   B  kilogram
   C  liter
   D  meter
   E  milliliter
   F  millimeter

12 Shenika finds that an object has about the same mass as 25 paper clips. Which could be Shenika’s object?
   A  boot
   B  notebook
   C  paper plate
   D  tube of toothpaste

13 Which could you use to measure mass? Choose all that are correct.
   A  gram
   B  kilogram
   C  liter
   D  meter
   E  milliliter
   F  millimeter

Spiral Review

14 Classify the figure.

15 Draw and label an angle. Use the labels to identify the points, line segments, and rays that are shown on the drawing.
Full Extent of the Law

What would life be like if there were no laws? It might seem like a dream to have no rules and be able to do whatever you wanted to, whenever you wanted. It would be like school vacation every day of the year, right? Well, it might not be as exciting as it seems. If there were no laws, life would become complicated quickly. For example, imagine if there were no traffic laws. Without traffic laws, people wouldn’t need a license to drive. That means anyone could drive whether they knew how or not. There would be no traffic lights or crossing guards to direct traffic. Cars wouldn’t have to obey speed limits. Cars would not need to stop for pedestrians trying to cross the street. If a bad driver caused an accident, they wouldn’t be held responsible. There would be no policeman or courts to enforce the traffic laws. The driver could get a bunch of his friends to say the accident wasn’t their fault. In fact, without laws, there might not even be a road. No one would be required to pay money to fix and maintain the roads or the town.

Laws are in place to keep us safe. Laws can help to make sure that every person in a town, city, state or country has the same rights and responsibilities. Going to school is the law. It is important for every child to learn. The more you learn, the better prepared you are for the world. It is the law for people to pass a driving test and get a license so that other drivers and pedestrians are safe as they travel. Jury duty is a requirement for citizens. They must serve as members of a jury to help decide the outcomes of court cases. It is the law because it is designed to keep trials fair for both sides. Paying taxes is a law that everyone must follow so that towns and cities can have basic needs such as roads, railways, electricity, harbors and clean water.

Each citizen is just one part of a whole community. Laws make sure that every citizen is responsible for helping his or her community be safe, structured and secure.

Order for a Decent Society

Laws help to create order in a society. Society needs law and order. Law and order prevent chaos. Chaos is when people’s behavior or decisions are not controlled by anything. For example, the law says no one can leave the scene of a car accident until police arrive. What if there were no such law? Would people be willing to wait? The person who has been hit in an accident has a right to be treated fairly. The person who hits another has a responsibility under the law. Law and order help to maintain the rights and responsibilities of citizens.
Have you met Uncle Sam? Yes, you have! Uncle Sam is a nickname for the United States. We all have to follow the rules of the United States and do what Uncle Sam says.

There are three different kinds of laws that we all must follow. These are local, state and federal laws. Local laws are the laws that govern the community you live in. They might include rules for owning or running a business. They also tell where people live or how their housing is maintained. Transportation rules and how people park their vehicles are other local laws. How people take care of their pets or hold events are local laws, too. Local laws are the rules for what takes place on a local, community level. As long as a local law doesn’t go against a state or federal law, it is okay.

State laws are laws that everyone living in one state must follow. Each state has its own constitution, government and court system. Laws can be different from state to state. They are rules for things such as crime, family matters, public assistance, property and business. What to do when someone is injured, either at or away from work, is a state law, also.

Every person living in the United States must follow federal laws. Immigration law, or rules for people from another country or territory, is a federal law. Rules for government programs that help people with income, food, housing, education or health are federal laws.

All federal laws serve important purposes. Perhaps some of the most important are anti-discrimination and civil rights laws. These laws have been adopted at different points in our nation’s history. Certain U.S. citizens were stopped from enjoying basic rights. They could not vote, work, earn equal pay or live in certain places. The Civil Rights Act of 1964 protects people because of their race, color, religion, gender or national origin. Other federal laws protect people because of their age, citizenship or if they have any disabilities. These laws say everyone must be treated fairly.

Some of our most basic laws are a combination of state and federal law. For example, it is federal law that all citizens of the United States

Even Daredevils Need Harnesses

There is nothing better than having fun. What could be greater than an exciting adventure? Some people love the thrill of dangerous stunts. Nik Wallenda is a world, record-holding, high-wire walker. In 2012, he became the first person to walk across Niagara Falls on a tightrope. He was not allowed to do it unless he agreed to wear a safety harness. We all want to enjoy ourselves and explore our world. But accidents can happen when we least expect them. That is why there are laws and rules about safety.

Have you ever seen a sign on the road or highway that says, “Buckle up! It’s the law”? This sign is reminding you to always wear your seatbelt. Your seatbelt keeps you in your seat so that you are safe if there is an accident. In fact, seatbelts help reduce injuries from car accidents by half. That is why it is the law to buckle up. It will keep you safe!

You have probably encountered many other safety laws and rules in your life. One rule is to wear a helmet when you’re skateboarding, riding any kind of bike or all-terrain vehicle. Rock climbing is always safer when you are with another person and wearing a secure safety harness. At your community pool or beach, you might not be allowed to swim without a lifeguard present. You might be a great swimmer, but wouldn’t you rather have someone there to keep you safe?

Having fun and adventure is one of the great pleasures of life. But so is being able to do it safely. If you follow safety rules and laws, then there is no limit to how many adventures you can have!
obtain a driver’s license so that people learn to drive safely. Each state has
different laws about when a person can begin learning to drive. Every state’s
driver’s license looks different. In Ohio, you can get a learner’s permit when
you are 15 years and 6 months old. In other states, you might be younger
or older.
As soon as you are a legal adult, you can be called to jury duty. You do
not get to pick which court cases you will be part of. You have to go when
you are called. It is a federal law that anyone serving as a jury member will
not get in trouble for missing work. Being part of a jury is both a right and a
responsibility. You can take an active role in your government. But you are
expected to make a fair, unbiased decision.
We have to pay both state and federal income taxes. Our state taxes go
toward things like education, health care, environment, parks and other
programs. Our federal taxes go toward things like government assistance
programs, health and defense. We have to pay to help our state and country
help us.
Uncle Sam has many rules. The people who work for him try to make sure
his laws will help the most people. Laws can be changed, but it takes a lot of
work. You have to obey the law. But you also have the power to help shape it!

Protected by Law!
Have you ever wondered why America is known as the
“Land of the Free”? As citizens of the United States, we are guaranteed
certain rights by law. When the Founding Fathers wrote
the Constitution, they made sure the nation would have a
government that was set up fairly. They made sure the
rights of every citizen were protected.
The Constitution details how the U.S. government should
be formed and run. It also tells how citizens of this country
are protected by law. Many of the first states wanted laws
that protected the freedoms of citizens. Early citizens of
the United States had been living under a monarchy. That
government cared little for their personal rights. Many had
come to America to escape persecution and live freely.
James Madison was one of the founding fathers. He wrote
10 amendments, or changes, to the Constitution. They are
called the Bill of Rights.
The Bill of Rights protects the individual liberties of
citizens. Its rules keep the government from creating laws
that might block citizens’ basic freedoms.
The Bill of Rights says you have the right to freedom of
religion and freedom of speech. That means you can believe
what you want. You can speak about your beliefs. You have
the right to gather in a group. You have the right to tell the
government if you think a law is unfair. You have the right to
a fair trial. During the Revolutionary War, Americans had to
let British soldiers sleep in or search their homes. Because
of that, the Bill of Rights states that no soldier can stay in
your house without your permission. No one can search your
home without
a good reason
and a warrant
that says so.
The Bill
of Rights gives
you protection
and power as a
U.S. citizen.

Some Perks Under the Law
What is the difference between a right and a
privilege? Is eating dinner a right or a privilege? What
about playing video games? You have the right to eat, but
playing video games is a privilege. You might only get to
play the games after you’ve finished your dinner. Rights
and privileges work in a similar way under the law.
We all have certain rights that are protected by the
law. Access to education, healthcare, food, housing and
voting are all rights that belong to us under the law. But,
there are also laws that we have to follow. When we obey
these laws, we can get some benefits known as “privileges.”
For example, if we take driving classes and prove to
a Bureau of Motor Vehicles agent that we can drive, we
earn the privilege to operate a vehicle. When we are law-
abiding citizens, we earn the privilege to get a passport
and travel to other countries. Going to school is the law. If
you do well and graduate from high school, you may have
the privilege of going to college.
We need to obey the law to maintain our rights and
our privileges. When we respect the law, our rights
are protected under the law. When we meet our
responsibilities, we earn some privileges. What are
some privileges that you would like to earn? What
rules do you have to follow? Be sure to respect the
rules so that you can enjoy your privileges!
Although laws are made to ensure a safe and fair society, we often find ourselves inconvenienced by the law. For example, we would all like to travel freely to any country we love but the law requires us to have a visa and a passport to do so. A little inconvenience, however, is no match for the immense benefits inherent in a lawful society. Create a bar chart to compare the benefits of laws regarding the following:

1. driver licensing
2. helmets for riding bikes and ATVs
3. being in school
4. passports before traveling
5. discrimination.

Your bar chart must rate the benefits of these laws between 0 and 100.

Think & Review
1. We have more traffic laws now than when cars were first invented. Why do you think such laws were created?
2. Do you think laws make people act the right way? Or would people do this without laws? Explain your answer.
3. In your own words, why is it important that we pay both state and federal taxes?

Let’s Write
As a U.S. citizen, you have rights, responsibilities and privileges. Explain the difference between a right and a privilege.
Art: Learn about artist Marc Chagall by visiting https://www.marcchagall.net/

Mon: View the selections of art, and write a response to at least one of the works. Ask yourself what you think Chagall intended with his art. How does it make you feel? How did his Jewish heritage influence his work? Does your background influence your art work? Why or why not?

Wed: Create an original work in the style of Chagall, using whatever art tools you have available (crayon, chalk, paint, pen, pencil, marker), using something from your own background to inspire the work (a favorite holiday, a favorite place, a cultural story, etc.). Write a statement on why you selected the subject of your art.

Fri: Continue working on your photo journal, and use the following themes as inspiration.

Week 5: Missing: It feels like forever since we were all together in school, or were able to go to the park, or see grandparents like we used to. It is easy to miss these things—what does the word “missing” mean to you? Take several pictures to explore the idea of missing, and record your thoughts in an essay or artist’s statement.

Music: Read the information Louis Armstrong (Tue) by virtually visit to the Louis Armstrong Museum and listen to his music (Thu) using the below links.

Tue: https://www.louisarmstronghouse.org/biography/ Biography
https://www.louisarmstronghouse.org/music/ Discography
https://www.louisarmstronghouse.org/film/ Films

Thu: Listen to at least two selections, and write a reflection on his style, how it makes you feel, and if it reminds you of any modern music.
https://www.youtube.com/watch?v=8IJzYAda1wA&list=PL6DC9F41EBC5695D1

Here is at least one suggestion: What a Wonderful World
https://www.youtube.com/watch?v=m5TwT69i1lU&list=PL6DC9F41EBC5695D1&index=3

Supplemental: NY Philharmonic Young Peoples Concerts, conducted by Leonard Bernstein
https://www.youtube.com/watch?v=rxwWlQNGeKE&list=PLyPLVV5ZP3toAOnj7OcVXN8voaQKFAzUY

Gr 5 week 5

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Chagall</td>
<td>Music Louis Armstrong</td>
<td>Art Chagall</td>
<td>Music Louis Armstrong</td>
<td>Art Photo Journal</td>
</tr>
</tbody>
</table>
Louis Armstrong (August 4, 1901 – July 6, 1971) nicknamed Satchmo or Pops was an American jazz trumpeter and singer from New Orleans, Louisiana. He sang the blues and played the trumpet and the cornet. He was famous in many countries. He was also known for his good singing voice. Armstrong won many awards during his career.

Armstrong was born and raised in New Orleans. Coming to prominence in the 1920s as an "inventive" trumpet and cornet player, Armstrong was a foundational influence in jazz, shifting the focus of the music from collective improvisation to solo performance. Around 1922, he followed his mentor, Joe "King" Oliver, to Chicago to play in the Creole Jazz Band. In the Windy City, he networked with other jazz musicians, reconnecting with his friend, Bix Biederbecke, and made new contacts, which included Hoagy Carmichael and Lil Hardin. He earned a reputation at "cutting contests", and moved to New York in order to join Fletcher Henderson's band.

With his instantly recognizable gravelly voice, Armstrong was also an influential singer, demonstrating great dexterity as an improviser, bending the lyrics and melody of a song for expressive purposes. He was also very skilled at scat singing. Armstrong is renowned for his charismatic stage presence and voice almost as much as for his trumpet playing. Armstrong's influence extends well beyond jazz, and by the end of his career in the 1960s, he was widely regarded as a profound influence on popular music in general.

Armstrong was one of the first truly popular African-American entertainers to "cross over", whose skin color was secondary to his music in an America that was extremely racially divided at the time. He rarely publicly politicized his race, often to the dismay of fellow African Americans, but took a well-publicized stand for desegregation in the Little Rock crisis. His artistry and personality allowed him access to the upper echelons of American society, then highly restricted for black men. He died of a heart attack in July 6, 1971 in Corona, Queens, New York City.
Marc Chagall

- born Moise Shagal
- 1887-1985
- born and raised in Vitebsk, Belarus
- finished out his life in France
- Russian, Jewish
- painting, book illustrations, stained glass, stage sets, ceramic, tapestries and fine art prints

- associated with several major artistic styles
- created works in virtually every medium
- Art critic Robert Hughes: "The quintessential Jewish artist of the twentieth century."
- Chagall as to his art: "not the dream of one people but of all humanity"
- his own mixture and style of modern art based on Eastern European Jewish folk culture.
- pioneer of modernism plus major Jewish artist