CHOIR:

The choices below can be submitted in any format you wish, as long as your ideas and work are clearly represented and your research sources are cited. You must use online sources or a hard copy Media Center resource for your research, but cite your sources (tell where you found the information). You should do at least two of these for each week! You should also practice concert music- I will post all of it on Google Classroom. You can also practice your lip sync battle songs. You may choose any of the following as your final presentation:

- Write a paper (neatly handwritten or typed)
- Write a song
- Create a Powerpoint
- Design a poster/presentation on a music topic or musician
- Make a TV commercial (video) that includes a jingle
- Create a video presentation with songs
- Illustrate and design a comic book about music
- Create a scrapbook about choir and singing
- Make a playlist (selected projects only)
- Create a multimedia presentation
- Create a piece of artwork
- Design your own presentation format (consult Ms. Safieddine if you have questions)

1. **Orchestra Seating Chart (up to 10 points)** Student will research the families of instruments and discuss why Orchestras have a typical seating chart. Student should create a diagram of where each section of an orchestra plays, and write a few paragraphs about how sound is produced on each instrument, and how loud or soft each instrument plays.

2. **Who Am I? A guessing game (up to 10 points)** Students will use the Glossary of Instruments, Instrument Cards, and other resources to find 4 facts about their chosen instrument. Students will write the four facts about the instrument on the outside of a “hamburger folded” piece of paper, then draw the instrument inside and label it with the name and family of the instrument.

3. **Lyrics Book Illustration (up to 10 points)** (eg. America the Beautiful) Student chooses a song to illustrate. Each page should consist of a line of lyrics from a song and an illustration of the line. The end result is an illustrated songbook that can be used by future students.

4. **Music Book or Music Comic Book (up to 15 points)—(fiction or non fiction)** Students may write and illustrate a book about music, a musician, or a musical character. Eight to ten pages with title page. Spelling, grammar, and punctuation must be correctly utilized.

5. **Song Writer project (up to 10 points)** Guess. Set parameters for students, including minimum form requirements, if the song can be vocal, instrumental, or both. Decide how the student will
present the song—written in text, written in notation, video or audio recording, etc.

6. **Instrument projects (up to 10 points)**
   Student uses online and Media Center resources to research facts about an instrument, and create a poster with a detailed illustration and facts about the instrument.

7. **Musicality (Varies, according to the difficulty of the song, up to 10 points)**
   This project is intended for students who take private lessons and can already play independently. The general idea is that the student will find a song that they have wanted to play, but are not preparing it in their private lessons. The student is allowed ask for coaching help from his/her teacher, but the purpose of the project is for the student to learn to play a piece for him/herself, not because it was chosen for them.

8. **Memorization (up to 5 points)**
   Student may memorize a song in another language or English, but it must be challenging for his/her age, and it may not be a song from the radio.

9. **Music Current Events (up to 10 points)**
   Student will read newspapers or magazines and write a synopsis of an article about a musician or musical event.

10. **Musical Time Capsule (up to 10 points)**
    Pretend that you have gone to the future and you want your grandchildren to know about the music that you listened to as a child. Start a “time capsule” to capture your own experience and understanding of music in your world today. A time capsule can take the form of a journal, a video, documentary, an original song, or a work of art. Include your thoughts and feelings about the music you like now (at your current age) and the music you liked as a younger person. Describe how your musical tastes have changed (or have not changed), and make a timeline of your favorite music from each time period in your life. You could also interview a parent, friend, or family member to create a Musical Time Capsule for them!

11. **Musical Celebrations (up to 20 points)**
    Does your family, neighborhood, or community celebrate events in a special way? Explore and tell about the interesting ways that you use music to celebrate different events in life (parties, weddings, holidays and so on). You might start by interviewing your family or closest friends. Find out what their favorite ways are of celebrating their cultural heritage—parades, festivals, ceremonies, parties, etc. Then create a brochure, poster, TV ad, or display to show what you’ve learned.

12. **Critical Thinking (up to 10 points)**
    Newspapers and magazines often have an arts critic or music journalist. This person attends an event then writes an opinion about the performance, the music, and/or the atmosphere created by the event. Read several arts critic reviews, then prepare your own review of a musical event, concert, or performance. Be sure to use appropriate musical vocabulary!

13. **Compare/Contrast (up to 20 points)**
    Choose two musicians or two songs from two different styles of music and compare them. These can be two musicians you like or one you like and one you do not like. Explore the sources and inspiration for their music, or find out who they admire personally or musically. Choose a song from each musician and write about the musical aspects of the song (tempo, meter, major/minor, instruments, voices, etc) and compare the two. Try to determine why you like (or dislike) each song and write about your observations.
14. Music Mix (up to 10 points) Pretend that you are planning an event and you are the DJ. Choose the type of event (dance party, elegant evening, quiet meditation, wedding reception, karaoke party, skating party, sporting event...) and make song list of music you would play. You should write a paragraph or two about the event, how you want the audience to feel or react, and how you plan to keep the mood going. For each song tell about the mood it sets or the musical reason that you chose it, and include at least a sentence about why you chose that song.

15. Save the Music, Save the Arts! (up to 20 points) Imagine that your school or community has cancelled all Music and Arts classes (it happens!). Prepare a presentation that shows why Music (or Art, Band, Orchestra, guitar, violin, piano, voice, or other visual art lessons) should not be cut. You should give important and accurate facts which support your main idea (not just emotional explanations), and your presentation should show your understanding of the importance of music and the arts in our world. You may include how music or art has been important to you in your life or at school, or how it has improved the life of your family members or friends. You could also include how music and art help the economy, help others through concerts and benefits, or simply how music and art help people express themselves.

16. Music Manners (up to 30 points) Research proper manners or concert etiquette for different types of musical events (rock/pop concerts, elementary music concerts, classical music, jazz, weddings, parties, and so on) and create a brochure for children about appropriate Music Manners for the different situations. You must include at least THREE different event types.

Drama/Hairspray: Practice for an hour each day!
1. Take scripts home and memorize lines!
2. Use Google Classroom to practice all dances you are in.
3. Use the soundtrack to practice all singing.
4. I will be checking in with you on email and Google classroom, and adding material. I will also ask you to submit some assignments and participate in discussions.

Work should be turned in to Mrs. Safieddine in class, on Google Classroom or by email - ksafieddine@ycschools.us
"Pirates of Silicon Valley" Film Questionnaire As you watch the film, look for answers to the following 17 questions.

http://www.veoh.com/watch/v46093745wbEGkakh

1. Who originally owned the rights to the computer Steve Wosiak made, and why did they not take advantage of it?

2. How much did Apple cost in 1976?

3. What did Woz call his first computer, back in 1972?

4. During what event did the Macintosh "1984" ad run and who was is that directed the "1984" ad?

5. What was the first computer that Bill Gates and Paul Allen tried to write software for? What did they write?

6. The Lisa computer was named after:

7. Which company made the first large investment in Apple Computer?

8. Did Microsoft invent the Disk Operating System? Briefly explain the deal Microsoft made with IBM concerning DOS.

9. What holiday was Apple Computer born on?
10. What is the name of the first company Gates and Allen started?

11. Who invented the first mouse-driven graphical user interface?

12. Where did Jobs travel with the money he earned at Atari?

13. What was the name of the first computer made by Apple that had a graphical interface? (Hint: it's not the Macintosh)


15. What was the first computer program Gates and Allen ever wrote?

16. What does QDOS stand for?

17. How much Apple stock did Microsoft buy in 1997?

18. Why do you think the movie is called “Pirates” of Silicon Valley?

After watching this movie and answering these questions and looking at the technology we have today, what do you think technology and computers will look like in the next 10 years?
Art Projects for the next 2 weeks:
(i understand if you don’t have all the materials you need to do any of this, just do what you can). All these can be done on standard, 8 ½ x 11 pieces of paper.

1st one:
   Draw and color a character that you made up.

2nd one:
   Fold a paper into 4 quadrants.
   Using the character you made on that first paper, draw him/her/it as close as you can to being the same.
   Then, color each one (character and background) a completely different color set. Look up Andy Warhol’s Marilyn Monroe on google images to see what i mean

3rd one:
   Fold a paper into 4-8 quadrants and create a comic strip featuring your character from the first assingment.

4th one:
   Write a biography of an artist of your choice. Include personal information like place/date of birth, what they are famous for and one piece of theirs that you like and why.

5th one:
   Take the character you made up and re-draw it using a ruler so it’s geometric
PE Make-up Assignments

Each of the following assignments will make-up for one missed day (10 points) and must be completed within two weeks of the absence. You may choose as many assignments as the number of days you have missed.

1. Pretend you are a sports broadcaster. Write a sports article for your newspaper.

2. Write a letter to a make believe person. In the letter, describe yourself, your likes and dislikes, your interests, hobbies, fitness goals, educational goals, career goals, lifetime goals, and the kind of person you currently are, or hope to become.

3. Evaluate your life. What is the most important thing you've learned so far? Analyze its affect on your life (how you learned it and how it has changed you).

4. Write several paragraphs regarding the most influential person in your life. You do not need to state his/her name. Please describe how your life has been changed.

5. Write a memo, cover letter, or resume for a fitness or sports-related career application.

6. Discuss the pros and cons of the mandatory rule requiring PE uniforms. If you choose this assignment, you must include both pros and cons, not just the cons! Conclude with your opinion on the matter.

7. Create a fitness or sports-related poem. It must be at least ten lines.

8. Think of an idea to make the world a better place. Describe in detail your idea and how you would put it to work.

9. Write a letter to the Surgeon General to convince readers to support your position on fitness in America.

10. Write a persuasive letter to a friend telling him/her about the dangers of a drug (you choose the drug). Explain the importance of making a healthy decision.

11. Create a new indoor game that could be utilized during PE class. Keep in mind our equipment limitations and class size.

12. Create a trifold fitness pamphlet where each "panel" of the pamphlet must include the following: 1) unique title with a hand drawn color illustration, your name, and your teacher's name; 2) a persuasive paragraph encouraging exercise, fitness, or an active lifestyle; 3) a definition for health-related physical fitness and the five fitness components; 4) the benefits of exercise; 5) FITT principle; and 6) prescription for aerobic and muscular endurance using the FITT principle.

13. Keep a nutrition and exercise log of the foods you eat and the activities you participate in while absent from class; remember to make healthy choices!
Core Democratic Values - the fundamental beliefs and Constitutional principles of American society, which unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution and other significant documents, speeches and writings of the nation.

Life: Each citizen has the right to the protection of his or her life.

Liberty: Liberty includes the freedom to believe what you want, freedom to choose your own friends, and to have your own ideas and opinions, to express your ideas in public, the right for people to meet in groups, the right to have any lawful job or business.

Pursuit of Happiness: Each citizen can find happiness in his or her own way, so long as he or she does not step on the rights of others.

Justice: All people should be treated fairly in getting advantages and disadvantages of our country. No group or person should be favored.

Common Good: Citizens should work together for the good of all. The government should make laws that are good for everyone.

Equality: Everyone should get the same treatment regardless of where their parents or grandparents were born, their race, their religion or how much money they have. Citizens all have political, social and economic equality.

Truth: The government and citizens should not lie.

Diversity: Differences in language, dress, food, where parents or grandparents were born, race and religion are not only allowed but accepted as important.

Popular Sovereignty: The power of the government comes from the people.

Patriotism: This means having a devotion to our country and the core democratic values in what we say and what we do.
Core Democratic Values in Current Events

Directions: Watch the news on tv, online, or follow news topics on social media. Using the definitions on the other side of this page, apply each of the CDV’s to at least one current event. Explain in the space provided: (Popular Sovereignty was completed as an example)

Life: __________________________

Liberty: __________________________

Pursuit of Happiness: __________________________

Justice: __________________________

Common Good: __________________________

Equality: __________________________

Truth: __________________________

Diversity: __________________________

Popular Sovereignty: On March 10th, adults had the opportunity to VOTE in the Michigan Primary for the Presidential Election of 2020. People were able to exercise their power of government by voting.

Patriotism: __________________________