Alternative Method of Instruction
Middle School – 6th Grade
Day 2 – The World Cup

Name: _____

SCIENCE – 6TH GRADE

Name: _____

Forces in the World Cup

In this lesson, we will be exploring the connection between force and the World Cup, one of the most celebrated sporting events in the world. By understanding the importance of force in soccer, we can appreciate the physical and strategic aspects of this popular sport and the impact it has on the world stage during the World Cup.

Acceleration is a measure of how fast an object's velocity changes over time. To calculate acceleration, we can use the formula **a = F/m**, where "a" represents the acceleration in meters per second squared (m/s^2), "F" represents the force in Newtons (N), and "m" represents the mass of the object in kilograms (kg). This formula states that acceleration is equal to the force applied to an object divided by its mass. Understanding acceleration is important in understanding how objects move and how forces affect their motion. It helps us to predict and explain changes in velocity and motion, which is important in many areas of science and engineering.

In the table below, calculate the acceleration of the soccer ball kicked by each player using the equation: acceleration = Force/mass. Then answer the questions.

Soccer Player	Mass of Soccer Ball (KG)	Force (N)	Acceleration (m/s^2)
Dave	0.45	310	
Bill	0.45	350	
Bob	0.45	300	
Jim	0.45	400	
Joe	0.45	412	
Randy	0.45	376	
Rick	0.45	334	
Carl	0.45	295	
James	0.45	415	

1. Which player had the largest acceleration? Why?

2. Which player had the smallest acceleration? Why?

3. Describe the relationship between force and acceleration?

4. Why is it helpful to understand force when playing the game of soccer?

5. If James and Dave in the table use the same amount of force to move an object but the object Dave is moving has a mass of 2kg and the object James is moving has a mass of 1.4, which object will accelerate at the fastest rate. (Hint: use the same formula you used to calculate the values in the chart)

SOCIAL STUDIES – 6TH GRADE

Name: _____

Mapping the World Cup Winners

The World Cup is a quadrennial tournament (occuring every four years) of men's national soccer teams that determines the world champion. It is likely the most popular sporting event in the world, drawing billions of television viewers every tournament. Countries worldwide compete vigorously, many years in advance, to host the lucrative (money-making) event, and accusations of bribery connected to the awarding of hosting rights have long shadowed the tournament. (source: www.britannica.com/sports/World-Cup-football).

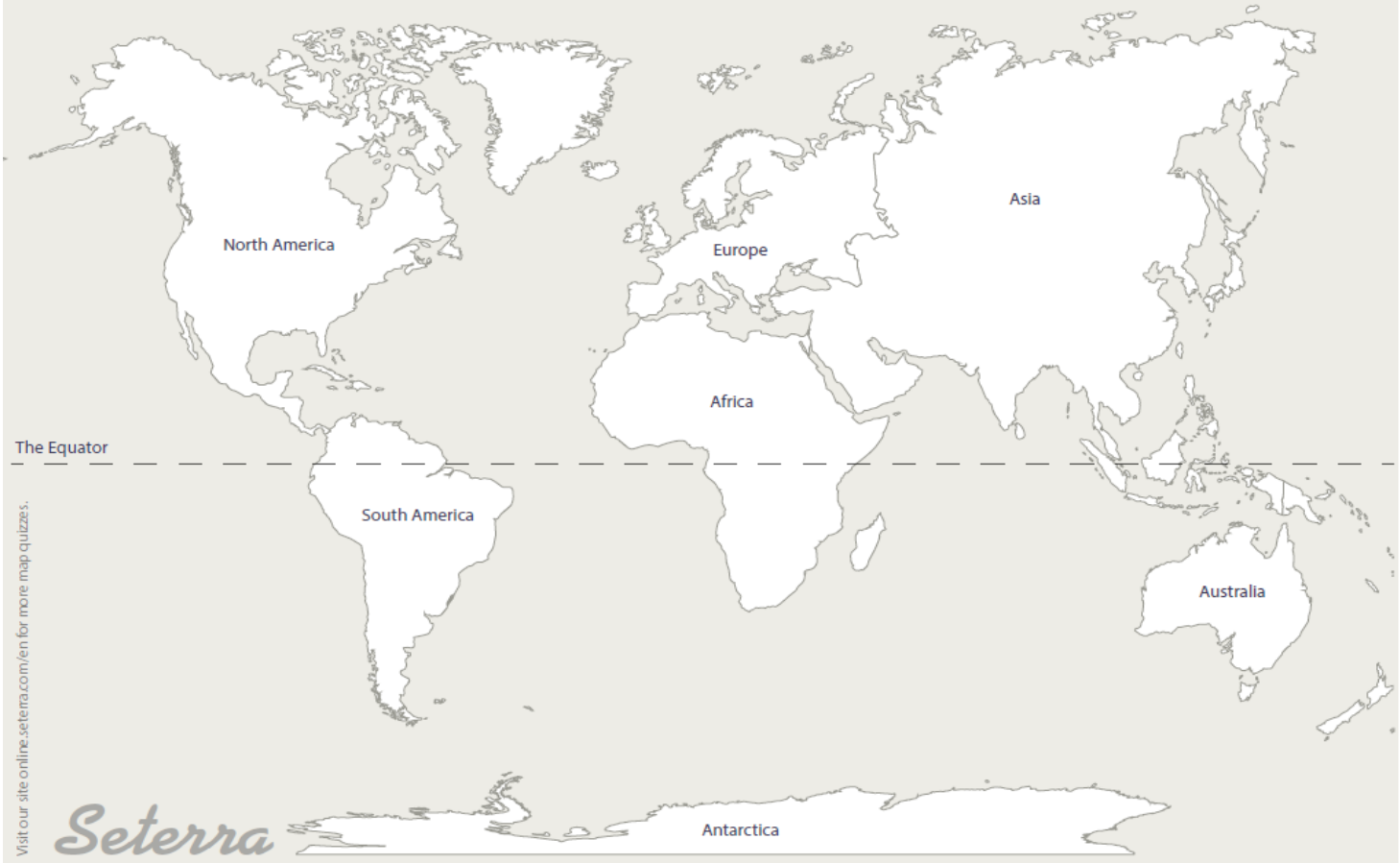
Map the locations of the last 16 world cup tournaments on the attached World Map. Then fill in the table below, identifying the continent each hosting country is a part of. Use the attached continent map.

Year	Country	Continent	Year	Country	Continent
2022	Qatar		1990	Italy	
2018	Russia		1986	Mexico	
2014	Brazil		1982	Spain	
2010	South Africa		1978	Argentina	
2006	Germany		1974	(West) Germany	
2002	Japan South Korea		1970	Mexico	
1998	France		1966	England	
1994	United States		1962	Chile	

World Map With Countries

https://www.printablee.com/post_black-and-white-world-map-printable_396505/

THE CONTINENTS



ENGLISH LANGUAGE ARTS – 6TH GRADE

Name: _____

World Cup Journal Entry

Directions: Write 2 journal entries. One from the perspective of a player on the winning team and one from the perspective of a player on the losing team. Make sure you include what happened and how the player feels. You could also mention what might happen next.

Winning Team Journal Entry:

Dear Journal,

_____

_____

_____

_____

_____

_____

_____

_____

_____

Losing Team Journal Entry:

Dear Journal,

_____

_____

_____

_____

_____

_____

_____

_____

_____

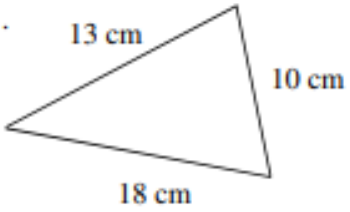
MATH – 6TH GRADE

Activity 10-2: **Perimeter** Name:

Perimeter: The distance around the outside of a figure. *Per* means around. *Meter* means measure. Thus, the perimeter of a figure is the measure around it.

Classify each shape by giving the most specific name possible. Then find the perimeter of each figure.

1.



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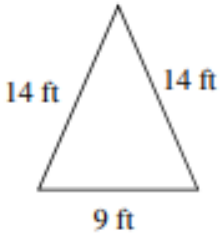

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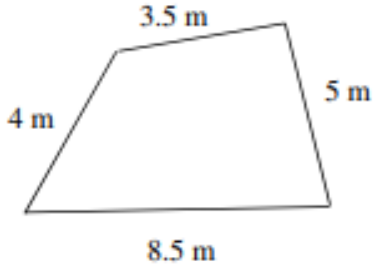

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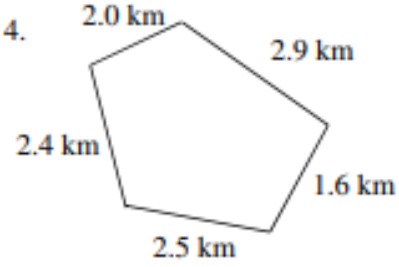

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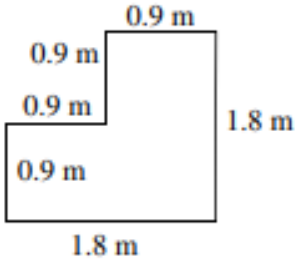

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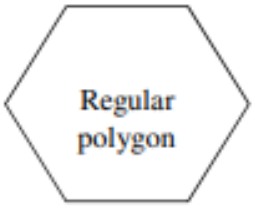
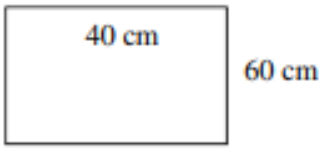


Find the perimeter of each rectangle.

7.



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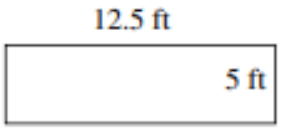

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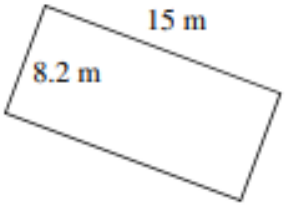

Find the perimeter of each rectangle.

10.	L = 48 mm W = 32 mm		11.	L = 6.2 km W = 4.7 km	
12.	L = 12 in. W = 12 in.				

13.	Find the perimeter of a sheet of typing paper 8.5 in. wide and 11 in. long.	
14.	How many feet of border are needed to go around a square bulletin board that is 4.5 ft. on each side?	
15.	Find the perimeter of your bedroom.	
16.	Find the perimeter of your house.	
17.	Find the perimeter of your backyard.	

PHYSICAL EDUCATION – 6TH GRADE

Name: _____

AMI Day 2
Fitness Menu

Use the checklist below and choose 3 activities from each category of cardio, upper body, lower body and core. Do each activity for 1 minute. Take a 2-3 minute rest and complete those same activities again for 1 minute each. Take a 2-3 minute break and complete those same activities one last time for one minute each. Use the box next to each exercise to check off the activity you choose. As you complete your exercises, please make check marks in the box next to the exercise.

	Cardio		Upper Body		Lower Body		Core
	Jump Rope		Push Ups		Squats		Sit Ups
	Run in Place		Tricep Dips		Lunges		Crunches
	Burpees		High Plank		Calf Raises		V-Ups
	Mountain Climbers		Arm Circles		Leg Raises		Bicycles
	Speed Skaters		Downward Dog		Jump Squat		Scissors
	Jumping Jacks		Shoulder Taps		Side Lunges		Plank

Make sure to stretch after you complete three rounds of the activities you choose. Use the space below to reflect and write which activities were easiest for you and which activities were more challenging. What can you do to make the more challenging activities easier to increase your strength and endurance?

READING – 6TH GRADE

Name: _____

For each AMI snow day, students should spend 20 minutes reading. Please use the space below to log your reading.

Title: _____

Format (mark one)

_____ Book

_____ Magazine

_____ eBook

_____ Other: _____

Minutes spent reading: _____

ELECTIVES – 6TH GRADE

Student Name: _____

Directions: Choose **ONE** activity from this list of options to complete for each day of AMI work. Please have an adult initial any activities that you complete for AMI days.

Art	Draw or paint a still life picture of something in your home. _____ **initials** _____ **date**	Create a short movie about what you like to do on a snow day _____ **Initials** _____ **date**
Music	Practice your band instrument. _____ **initials** _____ **date**	Listen to your favorite song and sing along, or . . . Compose an original song. _____ **Initials** _____ **date**
Industrial Tech PLTW EbD	Repair something in your home, or . . . Build a fort, either inside your home or with snow outside. _____ **initials** _____ **date**	Create a Rube Goldberg machine, or . . . Build a bridge out of something in your home. _____ **Initials** _____ **date**
Drama	Act our or record a skit with a family member or friend. _____ **initials** _____ **date**	Watch a comedy movie or musical. _____ **Initials** _____ **date**
Family and Consumer Science	Ask your adults about budgeting tips. _____ **initials** _____ **date**	Make yourself a snack using or creating a recipe. _____ **Initials** _____ **date**
World Language / Cultures	Find something in your home from another country and write or tell someone about it. _____ **initials** _____ **date**	List your favorite holiday traditions and ask family members or acquaintances about their origins. _____ **Initials** _____ **date**