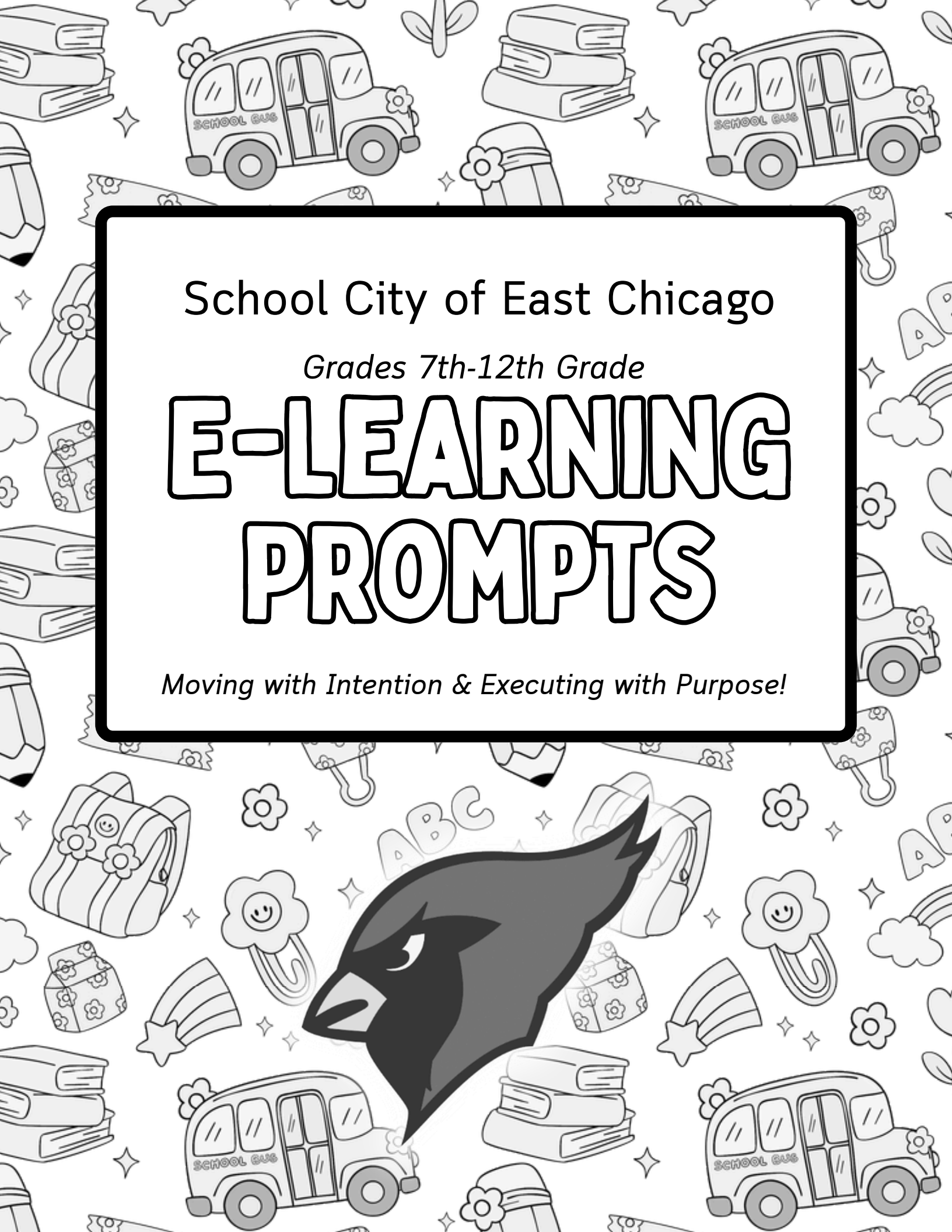


The background is a repeating pattern of various school-related icons in a light gray, hand-drawn style. These include school buses with 'SCHOOL BUS' written on them, stacks of books, pencils, backpacks, clouds, rainbows, and flowers. The icons are scattered across the entire page, creating a busy, educational theme.

School City of East Chicago

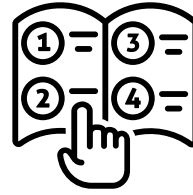
Grades 7th-12th Grade

E-LEARNING PROMPTS

Moving with Intention & Executing with Purpose!



DIRECTIONS:



Please encourage your child to complete each prompt in the way that works best for him or her.

- Independent response: If your child is able to write, encourage him or her to answer the prompt using his or her own words.
- Parent-recorded response: If your child is not able to write, ask your child to tell you his or her answer aloud. You may write down or record the response using his or her exact words.



If you have power & internet, you can scan the QR code and submit the writing prompts online.

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Applied Skills students are encouraged to practice independence by completing appropriate chores and responsibilities at home. Upon returning to school, parents will receive a checklist to verify and sign. Please return the completed checklist to the school.

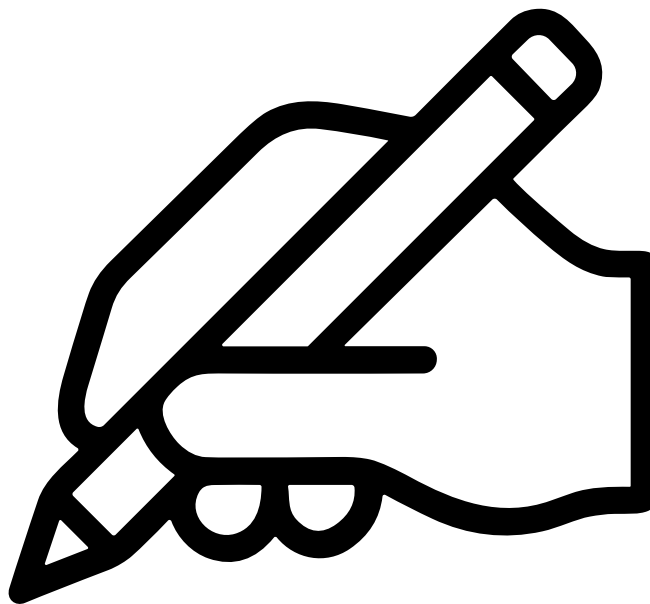
DAY 1: SEL: ALL ABOUT YOU!



Imagine you are introducing yourself to a new teacher or classmate. Write at least one paragraph to tell us all about you!

You could write about any or all of these:

- Your favorite things to do
- Your favorite foods, games, books, or shows
- Something you are really good at
- Something you are learning or want to get better at
- What makes you happy or helps you feel calm
- Someone who is important to you
- Something interesting or surprising about you
- One thing you hope your teacher knows about you



DAY 2: ENGLISH: PERSONAL NARRATIVE



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Describe the last ten days of your life. Begin with the moment that the power was lost at school.

1. You will write this first as though you were writing to a friend. For this portion, you are free to write as if you were texting **(with your lack of punctuation and lower case i, and slang. Ew.)**
2. Then you will write the same story again but as if you were writing to your English teacher, which means that you have a respectful and professional tone.

Below are some ideas you might consider including:

- What feelings have you been experiencing since the initial storm?
- What is one thing that helps you feel safe and calm?
- Without school to keep you busy, what have you been doing to pass the time?
- What is one kind thing you can do for yourself or someone else today?

Be sure to include the following elements:

- ☐ sensory details (i.e., what you often hear, smell, see, etc.)
- ☐ proper capitalization, punctuation, spelling, and grammar (for the English teacher)
- ☐ a minimum of two paragraphs (for the English teacher version)

DAY 3: MATH PROMPT: THE POWER OUTAGE CHALLENGE



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A family of four has been without power for 5 days. Use math to help the family plan for their needs.

1. Food & Water: Estimate how much food and water the family will need for 5 days.



Budget Challenge: You have \$30 per day for food. Create a 5-day grocery plan, including the items, prices, and daily total. Do not include tax.

2. Ice: A 10-pound bag of ice lasts about 36 hours. How many bags will the family need for 5 days?

3. Emergency Planning: Create a budget for an emergency supply kit. Decide what items the family should have and estimate the total cost.

4. What If?: The power stays off for 12 days instead of 5. How would the family's needs and costs change?

Show Your Thinking: Show your mathematical work and explain how you made your decisions.

Exit Ticket: Which expense had the biggest impact on your family's budget during this recent storm? Why?

DAY 4:

SCIENCE WRITING PROMPT: WHEN WEATHER STRIKES THE SCENARIO USING THE SCIENTIFIC METHOD



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A dangerous weather event has just hit your community. Power is out, phones don't work, roads are blocked, and many families need food, water, and shelter. Emergency help is limited, and recovery will take a long time.

Your Task: Answer each of the questions below using complete sentences:

1: Observation & Question

What happened and why?

- Observe: What type of severe weather event hit your area? (hurricane, tornado, flood, wildfire, blizzard, ice storm, etc.)
- Ask Questions: What weather conditions caused this event to form? What would scientists measure before and during the storm? (temperature, air pressure, wind speed, humidity, etc.)

2: Hypothesize & Investigation

How does this weather cause damage?

- Hypothesize: Based on your knowledge of weather and scientific phenomenon, explain what forces were at work during the event (wind speeds, rainfall amounts, temperature extremes, fire intensity)
- Investigate: How do these forces damage buildings, roads, power lines, and other infrastructure? Use your lived experience from the recent weather event to help with answering this question.

DAY 4:

SCIENCE WRITING PROMPT: WHEN WEATHER STRIKES THE SCENARIO USING THE SCIENTIFIC METHOD



Continued

3: Data Collection & Analysis

What environmental changes do we observe?

Collect Data: What evidence shows how the environment changed? Look for:

- Soil erosion or landslides
- Destroyed habitats or forests
- Water or air pollution
- Landscape changes

Analyze: What effects are short-term (days/weeks)? What effects are long-term (months/years)?

4: Drawing Conclusions

What patterns do scientists see?

Make Connections: Are these weather events happening more often or getting stronger?

Conclude: What do you think these recent events tell us about the future?

DAY 4:

SCIENCE WRITING PROMPT: WHEN WEATHER STRIKES THE SCENARIO USING THE SCIENTIFIC METHOD



Continued

5: Application & Solutions

How can science help us prepare?

Apply Knowledge: How does losing electricity and communication make recovery harder for your community?

Propose Solutions: Based on scientific evidence, what can we do to prepare better?

- Engineering solutions (stronger buildings, flood barriers, firebreaks)
- Early warning systems and emergency plans
- Environmental protection (wetlands, forests that reduce damage)
- Backup power and communication systems

Test & Improve: How could your community test these solutions?



DAY 5:

SOCIAL STUDIES WRITING PROMPT: COMMUNITY RESPONSIBILITY IN CRISIS



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Using complete sentences, answer the following questions:

- 1.) **Personal Responsibility:** What responsibilities do individual community members have to help one another during this crisis? Consider people with different abilities, resources, and needs.
- 2.) **Collective Action:** How should East Chicago organize when normal communication systems and government services are limited? What roles might different groups (neighbors, local businesses, schools, faith organizations) play?
- 3.) **Ethical Dilemmas:** Imagine you have a generator and extra supplies, but your neighbor is elderly and has none. What should guide your decision-making? How do we balance self-preservation with community care?
- 4.) **Long-term Implications:** How might this experience change the way you prepare for future emergencies? What systems or relationships should be built before the next crisis?

