

Name _____

Date _____

8TH GRADE

Week One

March 30-April 3

Mount Pleasant Junior High



MOUNT PLEASANT INDEPENDENT SCHOOL DISTRICT
P.O. BOX 1117
MOUNT PLEASANT, TEXAS 75456-1117
(903) 575-2000

March 23, 2020

Mount Pleasant ISD Parents and Guardians,

In an effort to meet the requirements provided by The Texas Education Agency for our students to continue to receive instruction during this closure, we have worked to provide two ways that students can continue to learn in lieu of in-person instruction.

We will provide paper-packets of student work that will be available for parents by one of the following ways:

- Access the packets online at www.mpisd.net and return them by any way available electronically to your child's teacher (email, screenshot, app, text, etc.). Additional resources for parents and students to communicate remotely will also be posted on our district's site as well.
- A pick-up process (more information to come on this soon)

We will also provide online/remote instruction by using many resources. Any ways in which your child's teachers have been utilizing technology, providing instruction, and communicating with students will continue. In addition to this, links and resources for online learning and instruction will be posted beginning Monday, March 30 at www.mpisd.net. On March 30, there will also be a tech help-desk phone number available for parents and students who need assistance with accessing remote instruction.

Your child's continued learning is our priority. Thank you for being understanding and flexible as changes continue to occur and for giving us the opportunity to educate your child in Mount Pleasant ISD!

Sincerely,
Mike Lide
Deputy Superintendent-Curriculum & Instruction
Mount Pleasant ISD



MOUNT PLEASANT INDEPENDENT SCHOOL DISTRICT
P.O. BOX 1117
MOUNT PLEASANT, TEXAS 75456-1117
(903) 575-2000

23 de marzo del 2020

Padres y Tutores del Distrito Independiente Mount Pleasant,

La Agencia de Educación de Texas (TEA siglas en inglés) requiere que los estudiantes continúen recibiendo instrucción cuando hay un cierre de la escuela. Para cumplir con este requisito, hemos desarrollado dos formas que reemplazarán la instrucción directa entre los maestros y los estudiantes.

Proveeremos un paquete con prácticas para cada estudiante que será disponible a los padres de las siguientes maneras:

- Acceder la información en línea en www.mpisd.net y regresarla por cualquier medio disponible electrónicamente (correo electrónico, captura de pantalla, aplicación, etc.). Se publicarán recursos adicionales en nuestro sitio web para que los padres y los estudiantes puedan comunicarse a distancia con el distrito.
- Recoger las asignaciones en persona. Enviaremos más información de cómo se llevará a cabo este proceso.

El Distrito proveerá instrucción remota utilizando diferentes medios. Las maestras continuarán usando cualquier método de tecnología que han usado durante el año escolar para comunicarse con ustedes y los estudiantes. Adicionalmente, publicaremos enlaces para educación en línea y un número de teléfono si necesita ayuda técnica en www.mpisd.net comenzando el lunes, 30 de marzo del 2020.

El aprendizaje continuo de su hijo(a) es nuestra prioridad. ¡Gracias por ser comprensivos y flexibles durante estos cambios y por darnos la oportunidad de educar a su hijo(a) en el Distrito Escolar Mount Pleasant!

Sinceramente,
Mike Lide
Superintendente Adjunto-Currículo e Instrucción
Mount Pleasant ISD

ENGLISH

Week 1: March 30-April 3, 2020

Directions: Read the following short story "The Roach," and answer all the questions that follow.

Whoosh. A whisper of wind across her cheek jolted Mona awake. As she blinked in the darkness, she felt a tickle on her forehead. She thought about turning on the light, but then she'd have to face the facts. So she lay still, her heart thumping so loud it shook the bed.

Here were the facts:

1. A cockroach just scurried across her face.
2. Yesterday, her brother, Edward, left for college.
3. Mona didn't know which was worse.

Mona's house was infested with roaches, like all the houses in her neighborhood were. Just that morning, a roach had dropped like a bomb from the faucet while Mona brushed her teeth. Unfortunately, the exterminator couldn't come for another three days. In the meantime? The roaches *multiplied*. They scattered by the dozens when the porch light flicked on. They lurked in cupboards and shoes and under pillows and sinks.

Edward had made it his mission to search and destroy the invaders. Sometimes he stomped on them. With a sickening *pop!* they'd explode into what looked to Mona like tiny piles of mashed potatoes. Sometimes he whacked them with a spatula. Once, he smashed one with his bare hand, then scraped bits of mangled **exoskeleton** into the trash, as if scraping food off a plate.

As Mona lay in bed, imagining the roach skittering around in her room on its sticky legs, she thought about springing out of bed to get Edward. Then she remembered: He wasn't there anymore.



Ever since their parents divorced and they only saw their dad in the summers, it had been Edward who cleaned up messes, drove her to piano lessons, packed her lunch. Not that their mom didn't want to do those things. But she drove a rig, and on long hauls, like the one she was on now, she wasn't around at night. She'd roll home in the morning, her eyes tired but her smile bright. Inevitably, Edward had a pot of coffee brewing for her.

On those early mornings, Edward and Mona would sit at the kitchen table, waiting for their mom and talking about all the adventures they'd have someday. They said they'd explore ancient temples in Cambodia, see penguins in Antarctica, trek through the Amazon rainforest. It had never occurred to Mona that Edward would leave and have an adventure without her. Which was silly, Mona now understood. He was five years older than her, after all.

Mona thought about Edward's dinky car stuffed with clothes and bedding, the Steph Curry poster she gave him, and probably, let's be honest, a few stowaway roaches. She thought about how Edward wasn't around anymore to brew coffee and smash bugs and pack lunches. She thought about how she would have to do those

things now. And she wondered if a peanut butter sandwich she made herself could ever taste as good as one that Edward made.



Mona took a breath and flicked on the light. A shadow moved in the corner of her eye; she spied the caramel curve of a wing **protruding** from the bottom of her backpack. Should she step on the roach? Throw a book at it? Pack her things and move to Iceland?

Mona grabbed an empty glass from her nightstand and perched at the foot of her bed—a cat waiting to pounce. For one agonizing moment, Mona and the roach remained perfectly still, locked in a deadly game of who-would-move-first.

And then, Mona sprang into the air. She kicked her backpack out of the way. The roach took off, a missile shot across the floor. But Mona was faster. She brought the glass down—*thud!* The roach was trapped.

As Mona watched it struggle, slamming itself against the sides of the glass in a frenzy, something strange happened. The roach didn't seem so gross. What had the roach ever done to her? It wasn't its fault it was there. It was just doing what roaches do.

Carefully, Mona slid a sheet of paper under the glass and flipped it over. The roach stopped moving. Maybe it knew what was about to happen.



A few moments later, Mona stood on the front lawn. Purple and pink streaked across the early-morning sky, like paint on an infinite canvas. Soon, Mona knew, the colors would be gone and the day would begin.

She bent down and pulled the paper off the glass. The cockroach crawled out and lifted its antennae, smelling its freedom. Then it bolted into the dawn.

Suddenly, Mona remembered an old saying her mom had tacked on the fridge: *Don't cry because it's over; smile because it happened.*

Mona turned back. Her mom would be home soon, and Mona would have coffee waiting for her. And as the warm, comforting smell filled the house, she would think of all those early mornings with Edward.

And smile.

Vocabulary

1. Using context clues, what does the bold word “exoskeleton” mean?

2. Using context clues, what does the bold word “protruding” mean?

Analysis

3. Describe the time and place in “The Roach.”

4. Who is the main character? What are his/her main traits?

5. What challenge or problem (conflict) does the main character face?

6. What is the overall lesson (theme) learned from reading the story?

ALGEBRA

Solving Multi-Step Equations

1. Clear parentheses using the distributive property.
2. Combine like terms within each side of the equal sign.
3. Add/subtract terms to both sides of the equation to get the terms with variables on one side and constant terms on the other side.
4. Isolate the variable by multiplying/dividing both sides of the equation by the number with the variable.

Ex: $3(2x - 5) - 3 = 2x + 8 + 6x$

$$6x - 15 - 3 = 2x + 8 + 6x$$

$$6x - 18 = 8x + 8$$

$$\begin{array}{r} 6x - 18 = 8x + 8 \\ -6x \quad -8 \\ \hline -26 = 2x \end{array}$$

$$\frac{-26}{2} = \frac{2x}{2}$$

$$-13 = x \rightarrow \boxed{x = -13}$$

Solving Absolute Value Equations

1. Isolate the absolute value.
2. Break the absolute value equation into two separate equations. For the first equation, set the expression inside the absolute value notation equal to the opposite side of the equation. For the second equation, make the number on the opposite side negative.
3. Solve each equation.

Ex: $-3|3x+2| - 2 = -8$

$$\begin{array}{r} -3|3x+2| - 2 = -8 \\ +2 \quad +2 \\ \hline -3|3x+2| = -6 \end{array}$$

$$\begin{array}{r} -3|3x+2| = -6 \\ -3 \quad -3 \\ \hline |3x+2| = 2 \end{array}$$

$$\begin{array}{l} \swarrow \quad \searrow \\ 3x + 2 = 2 \qquad 3x + 2 = -2 \\ \downarrow \qquad \qquad \downarrow \\ x = 0 \qquad \qquad x = -\frac{4}{3} \end{array}$$

$$\boxed{x = \left\{0, -\frac{4}{3}\right\}}$$

Solving Word Problems Algebraically

Ex: Bobby is 4 years younger than twice Jimmy's age.
If Bobby is 26 years old, how old is Jimmy?

1. Define a variable.
2. Write an equation.
3. Solve the equation.
4. Label your answer with the appropriate units.

Let j = Jimmy's age

$$2j - 4 = 26$$

$$j = 15$$

\rightarrow $\boxed{\text{Jimmy is 15 years old}}$

Solve each equation.

1. $-3x - 9 = -27$	2. $25 + 2(n + 2) = 30$	3. $-9b - 6 = -3b + 48$
4. $5 - (m - 4) = 2m + 3(m - 1)$	5. $-24 - 10k = -8(k + 4) - 2k$	6. $f - (-19) = 11f + 23 - 20f$
7. $\frac{3}{4}d - \frac{1}{2} = \frac{3}{8} + \frac{1}{2}d$	8. $-0.5g + 13 = 3g$	9. $-5(h + 12) - (4h - 2) = h - 8$
10. $ 3x + 4 = 16$	11. $3 x - 5 = 27$	12. $-8 2x - 6 + 4 = -60$

Solve each word problem algebraically.

13. The sum of two consecutive integers is one less than three times the smaller integer. Find the two integers.	14. The length of a rectangular picture is 5 inches more than three times the width. Find the dimensions of the picture if its perimeter is 74 inches.
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Solving & Graphing Inequalities

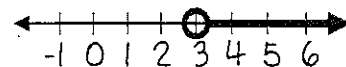
1. Solve the inequality as if it is an equation.
2. If you multiply or divide both sides of the inequality by a negative number, flip the inequality sign.
3. Write your answer with the variable on the left of the inequality sign.
4. Graph the solution on a number line. Make an open circle on the number if the number is not included in the solution ($<$ or $>$) and make a closed circle if the number is included (\leq or \geq). Shade to the left for less than ($<$ or \leq) and shade to the right for greater than ($>$ or \geq).

Ex: $-24 > 3x - 6 - 9x$

$$\begin{array}{r} -24 > -6x - 6 \\ +6 \qquad +6 \end{array}$$

$$\begin{array}{r} -18 > -6x \\ -6 \qquad -6 \end{array}$$

$$3 < x \rightarrow \boxed{x > 3}$$



Compound Inequalities

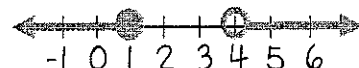
"Or" Inequalities

1. Solve each inequality separately and graph the solution to each on one number line.

Ex: $x + 2 > 6$ or $-2x \geq -2$

$$\begin{array}{r} x + 2 > 6 \\ -2 \quad -2 \end{array} \quad \text{or} \quad \begin{array}{r} -2x \geq -2 \\ -2 \quad -2 \end{array}$$

$$\boxed{x > 4} \quad \text{or} \quad \boxed{x \leq 1}$$



"And" Inequalities:

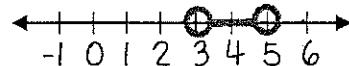
1. Isolate the variable, making sure to do the same thing to all 3 parts of the inequality.
2. Graph the solution to each part of the compound inequality and see where those graphs overlap. The overlapping part is the solution.

Ex: $3 < 2x - 3 < 7$

$$\begin{array}{r} 3 < 2x - 3 < 7 \\ +3 \qquad +3 \end{array}$$

$$\begin{array}{r} 6 < 2x < 10 \\ 2 \qquad 2 \end{array}$$

$$\boxed{3 < x < 5}$$



Absolute Value Inequalities

1. Isolate the absolute value.
2. Change the absolute value inequality into a compound inequality. For \geq or \leq , turn it into an "or" inequality. For $<$ or \leq , turn it into an "and" inequality. For the first inequality, keep everything the same, except eliminate the absolute value symbols. For the second inequality, make the number on the opposite side negative and flip the inequality sign.
3. Solve and graph the compound inequality.

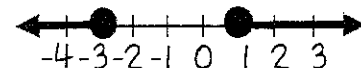
Ex: $|x + 1| - 3 \geq -1$

$$\begin{array}{r} |x + 1| - 3 \geq -1 \\ +3 \qquad +3 \end{array}$$

$$|x + 1| \geq 2$$

$$\begin{array}{r} x + 1 \geq 2 \quad \text{or} \quad x + 1 \leq -2 \\ -1 \quad -1 \end{array}$$

$$\boxed{x \geq 1} \quad \text{or} \quad \boxed{x \leq -3}$$



Solve each inequality. Graph the solution on a number line.

15. $-6x + 3 > -39$

16. $25 - 3(n - 2) \geq -8n + 6$

17. $8g - 6(g + 1) < 4(2g - 9)$

18. $7k + 1 \leq 8$ or $-7 < k - 10$

19. $-4 < 3b + 2 \leq 20$

20. $9 < -3m < 24$

21. $y + (-6) \geq -13$ or $-3y + 8 > -7$

22. $|2x + 5| < 13$

23. $7|w - 6| \geq 21$

24. $-2|3m| + 3 < -51$

MATH

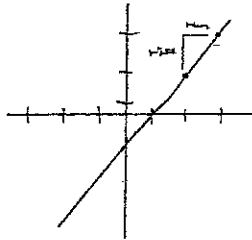
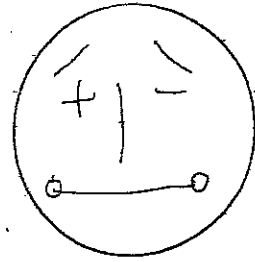
8th Grade Math Department

Category 2 Review:

- Students, over the next weeks you will each be reviewing material already learned. In each packet, you will be given instruction, examples, and practice problems.
- For those of you wondering about a calculator. If you have a phone or tablet there is a good app you may download called (Calculator X). This is the closet app we have found to our classroom calculators.
- Category 2 Review will focus on slope and y-intercept, proportionality, and equations/inequalities.
- If you will be working online the following assignments will be available to you through google classroom.
- Login information for Google Classroom is as follows:
 - Username: first.last@stu.mpisd.net
 - Password: 8 digit birthdate followed by mpd
- Example: John.smith@stu.mpisd.net, 05041992mpd

(Slope)

Graph:	table	2 points
$\frac{\text{rise}}{\text{run}}$	$\frac{\Delta y}{\Delta x}$	$\frac{y_2 - y_1}{x_2 - x_1}$



$$\frac{1}{1} = \textcircled{1}$$

	X	Y	
+3	3	4	+4
+3	6	8	+4
-3	9	12	+4
	12	16	+4

$$\frac{\Delta y}{\Delta x} = \textcircled{\frac{4}{3}}$$

$$\begin{matrix} x_1 & y_1 & x_2 & y_2 \\ (2, 3) & & (4, 9) & \end{matrix}$$

$$\frac{9 - 3}{4 - 2} = \frac{6}{2}$$

$$\textcircled{3}$$

Y-Intercept (b)

On a graph; the y-value when $x=0$

$y = mx + b$

slope \nearrow y-intercept \nearrow

<u>Tara</u>	<u>Brother</u>
$55 + 7x$	$= 115 + 5x$

* Write equation *

Tara has \$55.00. Her brother has \$115. Tara saves \$7 per week. Her brother saves \$5 per week. After x weeks, they will have saved the same amount. What equation shows this relationship?

$$\textcircled{1} \quad \begin{array}{r} 55 + 7x = 115 + 5x \\ -55 \quad \quad -55 \\ \hline 7x = 60 + 5x \end{array}$$

$$\begin{array}{r} 7x = 60 + 5x \\ -5x \quad \quad -5x \\ \hline 2x = 60 \end{array}$$

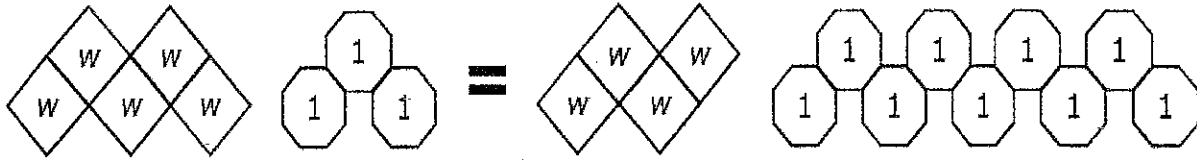
- ① combine terms
- ② Get x alone

$$\textcircled{2} \quad \begin{array}{r} 2x = 60 \\ \frac{2x}{2} = \frac{60}{2} \\ \hline x = 30 \end{array}$$

* solve equation *

Practice

1. The equation $5w + 3 = 4w + 9$ is modeled below.



What value of w makes this equation true?

- F. $w = 6$
 - G. $w = -6$
 - H. $w = 3$
 - J. $w = 9$
2. You rent a car for the day and are offered two payment options. With Option A you pay a \$25 flat rate plus \$0.15 per mile. With Option B you pay a \$10 flat rate plus \$0.40 per mile. For what amount of miles would the cost of Option A be equal to Option B?
- A. $25x + .15 = 10x + .40$
 - B. $.15x + .10x = 25 + 10$
 - C. $25 + .15x = 10 + .40x$
 - D. Not here
3. What value of x makes this equation true?

$$30 + 5x = 8x$$

- F. 10
- G. 43
- H. 30
- J. 12

4. Determine the constant rate of change from the table below.

x	1	5	9	13
y	-6	-3	0	3

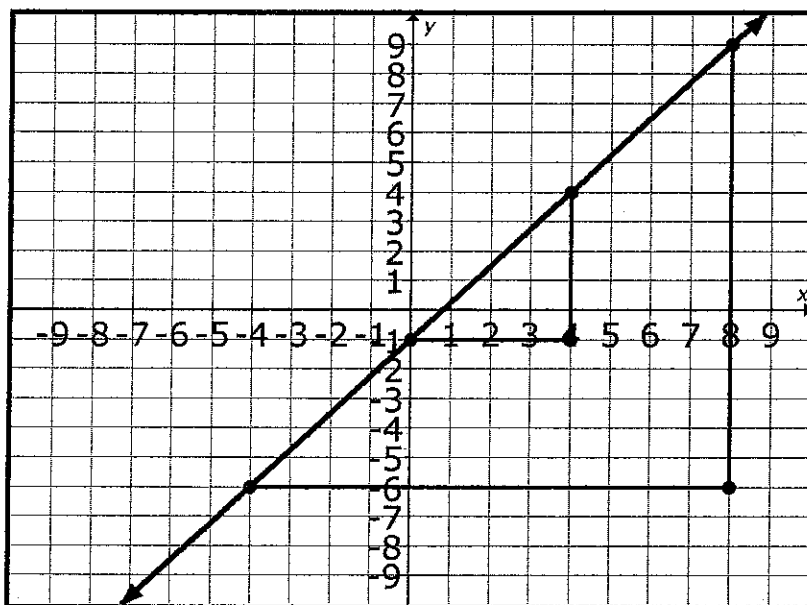
F. $\frac{4}{3}$

G. $-\frac{4}{3}$

H. $-\frac{3}{4}$

J. $\frac{3}{4}$

5. Both triangles are similar right triangles.



Which proportion can be used to show that the slope of both triangles are equal to each other?

A. $\frac{4-0}{4-(-1)} = \frac{8-(-4)}{9-(-6)}$

B. $\frac{4-(-1)}{4-0} = \frac{9-(-6)}{8-(-4)}$

C. $\frac{4-1}{4-0} = \frac{9-6}{8-4}$

D. $\frac{4-0}{4-1} = \frac{8-4}{9-6}$

6. Determine the slope and the y-intercept in the table below.

x	y
-2	-2
0	-1
2	0

- A. Slope = $\frac{1}{2}$, y-intercept= -1
- B. Slope = -2 , y-intercept= -2
- C. Slope = $-\frac{1}{2}$, y-intercept= 2
- D. Slope = 2 , y-intercept=0

7. Which table shows a Proportional Relationship?

A

TIME(WEEKS)	3	2	1	0
HEIGHT (CM)	15	10	5	0

B

TIME(WEEKS)	3	4	5	6
HEIGHT (CM)	10	13	16	19

C

TIME(WEEKS)	5	6	7	8
HEIGHT (CM)	27	32	37	42

D

TIME(WEEKS)	0	1	2	3
HEIGHT (CM)	-5	10	25	40

8. The table below shows the total cost for different numbers of cupcakes at a bakery.

Cupcakes (x)	Total Cost (y)
3	\$2.55
6	\$5.10
12	\$10.20
18	\$15.30

Which equation best represents the linear relationship between x, the number of cupcakes sold, and y, the total cost of the cupcakes

- A. $x = 0.75y$
- B. $y = 0.75x$
- C. $x = 0.85y$
- D. $y = 0.85x$

9. If x varies directly with y, and $x = 12$ when $y = 3$, what is x when $y = 8$?

- F. 2
- G. 32
- H. 24
- J. 96

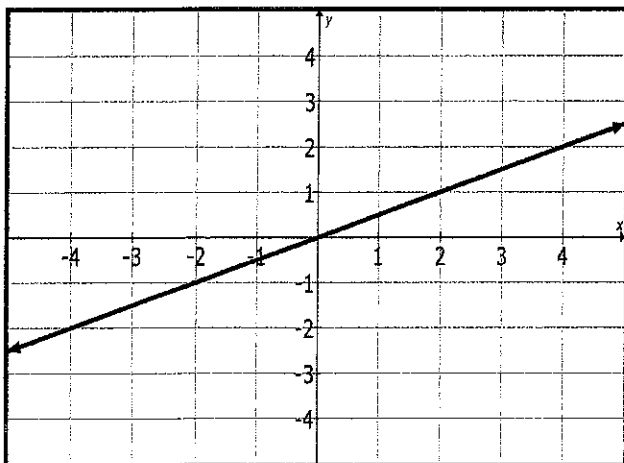
10. Which of the following show a relationship that is NOT proportional?

F. $y = \frac{2x}{5}$

G. j

x	2	4	6	8
y	5	10	15	20

H. l



J. $y = \frac{3}{x} + \frac{1}{2}$

What's In An Ecosystem?

A drop of water is one. A whole ocean is one. So is a rotten log in the forest. So are a coral reef and the bark of a tree. One what? An ecosystem. You might think of an ecosystem as something huge. But, actually, it can be any size. An ecosystem can be found in any spot where living organisms are interacting with each other and their nonliving environment. The study of the relationship between organisms and their environment is called ecology. The living and nonliving parts of a specific environment make up an ecosystem. The nonliving parts of an ecosystem are called abiotic factors (without life). Some examples are: air, water, sunlight and soil. The living things are called biotic factors and they need the abiotic factors in the environment to survive.

Directions: The picture below shows a pond ecosystem. The parts of this ecosystem are listed below. Next to each part, write biotic if it is living and abiotic if the part is not living.



1. Sunlight _____
2. turtle _____
3. water lily _____
4. mud _____
5. Rock _____
6. frog _____
7. catfish _____
8. Pickeral weed _____
9. Air _____
10. Swamp bush _____
11. Water _____
12. Bacteria, algae and other one-celled organisms (not shown) _____

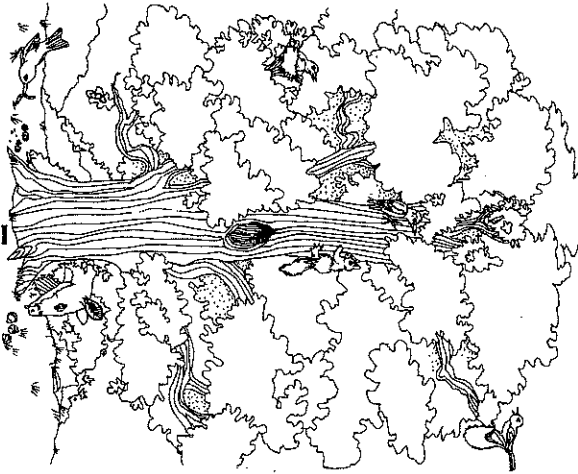
The place where an organism lives is its habitat. A habitat provides all of an organism's needs like food, shelter, air and a place to reproduce. Sometimes different species share the same habitat. For example insects and mushrooms may share the same rotting log. Birds, squirrels and insects might live in the same tree.

Organisms also have jobs and roles in their communities. An organism's job is called its niche (NICH). Typically the niche of an animal is what it eats. Living things may have the same habitat but they do not have the same niche. For example, tigers and deer share a habitat in Asia. But while tigers chase and eat deer — deer eat grasses. They do not have the same niche.

What To Do: Read the descriptions below and determine if it is a habitat or a niche. Place a check in the column.

Description	Habitat	Niche
1. Eaten by fish		
2. Under rocks		
3. Hole in a tree		
4. Eat mice		
5. Nest on a tree branch		
6. Eat seeds and fruit		
7. Rotting log		
8. Jungle		
9. Shared by organisms		
10. Not shared by organism in a habitat		

THE OAK TREE

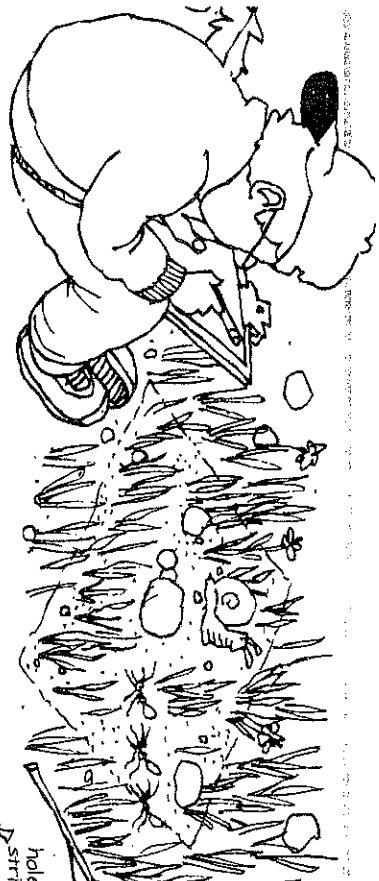


The oak tree above is like a neighborhood for many animals. On or in the oak tree is the specific habitat and niche for each animal. Read the information below and determine the habitat and niche for each animal. Place the information in the chart on the next page.

1. The robin nests in the lower branches and feeds on insects and worms found on the ground. Circle in blue.
2. The gray squirrel nests in the upper branches of the tree and feeds on the acorns. Circle in yellow.
3. The downy woodpecker feeds on the insects and grubs that live in the bark of the tree. It may also nest inside a dead branch of the tree. Circle in green.
4. The caterpillar feeds on the leaves of the tree and spins its cocoon there. Circle in brown.
5. The Baltimore oriole nests high in the branches of the tree and feeds on the insects that live on the tree. Circle in red.
6. The whitetail deer finds shelter under the tree and feeds on the acorns that drop to the ground. Circle in purple.

Organism	Habitat	Niche
Robin		
Grey Squirrel		
Downy Woodpecker		
Caterpillar		
Baltimore Oriole		
Whitetail deer		

The picture below shows a student observing and recording a square of his schoolyard. This small square is called a microhabitat.



In the chart below list the biotic and abiotic factors in the microhabitat.

Biotic Factors	Abiotic Factors

WATER ECOSYSTEMS

There are two kinds of water ecosystems: **freshwater** and **saltwater**. Unlike the ecosystems on land, which have different temperatures and levels of precipitation, the main difference between water ecosystems is the amount of salt in the water.

Freshwater ecosystems include lakes, rivers and ponds. Some marshes, swamps and bogs are also freshwater ecosystems. Plants live in the shallow waters of freshwater ecosystems. In fact, you may have walked into one of these places and gotten your feet caught in the cattails, reeds and other plants that grow there. You may also have noticed frogs, turtles or crayfish in the water.

In the deeper parts of lakes, rivers and ponds are larger fish like trout. This area is also home to plankton, algae and protozoa – microscopic organisms that are an important part of life in water ecosystems.

Oceans and seas are **saltwater ecosystems**. They are divided into sections known as the **intertidal zone** and the **open ocean**. In the intertidal zone, the water covers the ocean floor at times and at other times, it does not. This is the area where low tides and high tides are measured.

The open ocean consists of upper and lower regions. The **upper region** of the open ocean is up to 200 meters deep. Here you will find large fish and whales. One animal that lives in this region is the largest animal on earth – the blue whale. Blue whales weigh up to 150 tons (300,000 pounds)!

The **lower region** of the ocean is the part from 200 meters below the surface and deeper. This part of the ocean is very dark because sunlight does not reach down that far. Plants and algae cannot live at these depths because there is no light for photosynthesis. Organisms that live in the lower depths of the ocean must function without light. There are blind fish as well as fish that light up like fireflies in the lower region of the open ocean. There is also boiling water and lava at the bottom of the ocean.

Animals that live in water are divided into three types, depending on which part of the water they live in. On the surface is **plankton**. Organisms like fish that swim through the water are called **nekton**. At the bottom are organisms called **benthos**, such as oysters, clams and snails.

8. In the lower regions of the open ocean are fish that
- are blind.
 - glow in the dark.
 - Both a and b
 - Neither a nor b
9. Organisms that swim through the water are known as
- plankton
 - benthos
 - nekton
 - algae
10. Give an example of the type of organism known as benthos.

Name _____

period _____

EXIT TICKET

What's an Ecosystem?

1. Which list below contains only biotic factors?
- Rocks, air, water, sunlight
 - Air, sunlight, rabbits, grass
 - Rabbits, grass, hawks, mice
2. Which list below contains only abiotic factors?
- Rocks, air, water, sunlight
 - Air, sunlight, rabbits, grass
 - Sunlight, rabbits, grass, hawks
3. Which describes the habitat of an organism?
- Rotting log
 - Chases deer
 - Eats grass
4. Which describes the niche of an organism?
- Rotting log
 - Chases deer
 - Eats grass
5. Which of the places below would be considered a microhabitat?
- East Texas Piney Woods
 - A small part of the soccer field
 - Mojave Desert

QUESTIONS

1. The two types of water ecosystems are freshwater and _____ water.
2. Which is not a freshwater ecosystem?
 - a. a lake
 - b. an ocean
 - c. a river
 - d. a pond
3. Which of the following lives in the shallow part of freshwater ecosystems?
 - a. frog
 - b. trout
 - c. whale
 - d. plankton
4. Organisms that live in the deeper part of freshwater ecosystems include
 - a. plankton
 - b. trout
 - c. algae
 - d. All of these
5. Which is not part of the open ocean?
 - a. the intertidal zone
 - b. the upper region
 - c. the lower region
 - d. All of these are parts of the open ocean.
6. The world's largest animal, the blue whale, lives in the _____ region of the open ocean.
7. The lower region of the open ocean
 - a. is completely dark.
 - b. cannot support life.
 - c. is very cold.
 - d. All of the above

All students please join the SCIENCE google classroom page

Class Code: ojdp6fc

Login to google under your stu account.

Firstname.lastname@stu.mpisd.net

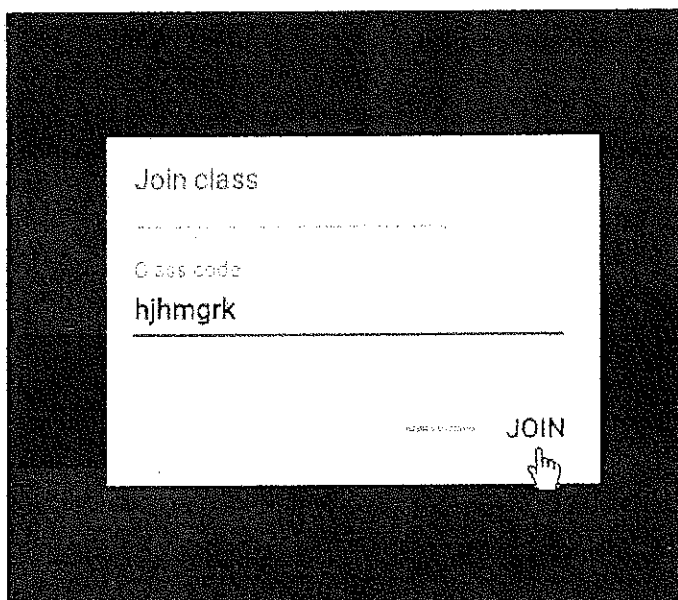
Password: (your birthday)MMDDYYYYmpd

Join a class with a class code

1. Go to classroom.google.com.
2. At the top, click Add + > Join class.



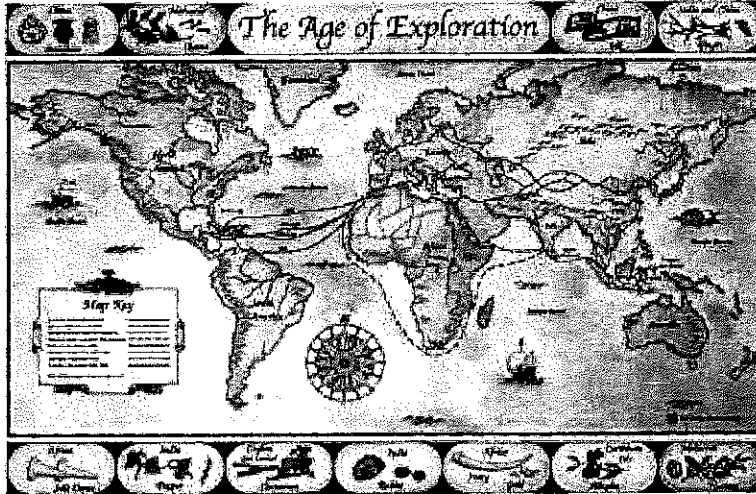
3. Enter the class code **ojdp6fc** and click Join.



SOCIAL STUDIES

Early European Exploration

Europeans Explore the World



In the second half of the 15th century, European sailors began to plan voyages that would take them beyond the limits of the world they knew. The new interest in the world came in part from the Renaissance, but the main reason was to set up new trading links with spice-producing lands in Asia.

Spices were an essential part of everyday life for the Europeans. Refrigeration had not yet been invented, so the only way to preserve meat was to salt it. Adding spices helped to hide the salty taste. The spices also concealed the taste of meat that had gone bad.

The Turks defeated the Byzantine Empire in 1453, cutting the land link between Europe and Asia. If spices were to reach Europe, a sea route to Asia had to be found. **Prince Henry the Navigator** of Portugal set up a school for sailors and encouraged the exploration of the African coast. In 1486, Bartholomeu Dias and his crew became the first Portuguese sailors to reach the southern tip of Africa, but he turned back because his crew was unwilling to travel any further. Ten years later, Dias helped another Portuguese sailor, Vasco da Gama, plan a voyage around Africa to India.

Christopher Columbus hoped to reach India by sailing west. When the Portuguese king would not sponsor his voyage, he asked Ferdinand and Isabella of Spain. After six years, they agreed. When Columbus reached a group of islands across the Atlantic Ocean in 1492, he was certain he had reached his goal. Columbus called the native people Indians. This is why the Caribbean islands are known as the West Indies. Columbus made three more voyages to the Caribbean, but he never realized his mistake.

Note Questions

1. What caused Europeans to plan voyages of exploration?

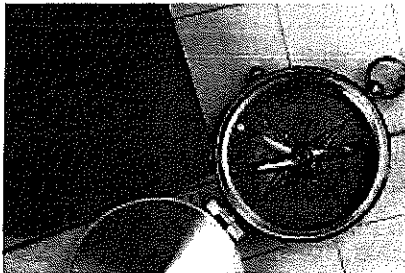
2. Why were Asian spices so important to Europeans?
 3. What was the goal of Christopher Columbus's voyage?
-

Reasons for European Exploration



1. The Growth of Trade:

In the Middle Ages, a merchant named Marco Polo (Yes, the game is named after him), returned from China and wrote about the marvelous things he witnessed there. His writing increased the desire of the Europeans to trade with the countries in Asia, especially for spices.



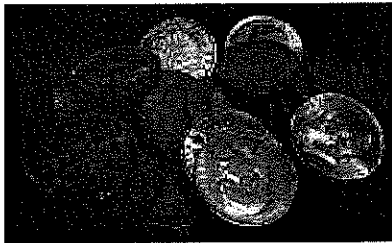
2. Advances in Technology:

As a result of increased contact with other cultures, Europeans gained new technologies that helped them explore the world by sailing. The magnetic compass (from China), the improvements in sails (from Arabia), the movable rudder, and the use of the angle of the sun to guide navigation all allowed Europeans to sail farther than ever before. Additionally, Prince Henry the Navigator sponsored the exploration of the Atlantic coast of Africa by Portuguese sailors.



3. Powerful European Rulers:

In the quest for more power, many European countries like Spain, France, and Portugal hoped to extend their influence and power through exploration and conquest. These rulers built large armies and navies to in an attempt to expand their empires in other places around the world. This would eventually lead to colonization.



4. Desire for Profit:

Many people during this time, including rulers, were seeing new wealth from investment and trade. Some hoped to increase their profit through exploration.



5. Religion:

European missionaries, especially from Spain and Portugal, sought to spread Christianity throughout the world. Christian missionaries believed they not only had a superior religion, but also a superior culture.

Note Questions

1. What economic, social, and political factors motivated European

exploration?

2. How did each of these help increase exploration? (Answer in **one** sentence for each)

Summary:

Summarize early European exploration using the language of a historian.

ELECTIVES

Business Marketing Lesson

Week 1 (Tuesday 24th to Friday 27th)

Manage your checking & banking account:

Total Account balance: \$3500.00 (For the month)

List of bills that need to be paid before the 15th of the month.

1. Rent: \$500
2. Electric: \$200
3. Internet: \$60
4. Cell Phone: \$100
5. Utility (water & trash pickup): \$60
6. TV: \$100
7. Vehicle: \$400
8. Car insurance: \$150

- 1. How much money after paying all your bills do you have left over for food, gas & entertainment per week?**
- 2. How much money out of your weekly budget would you put into your savings account?**
- 3. How much money after 12 months did you save at the end of year?**

Here is the link to the business marketing site if you'd like to login & work on current module.

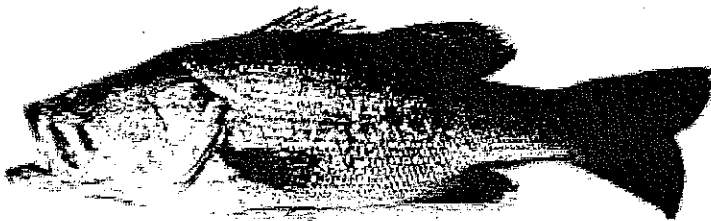
<https://learn.aeseducation.com/> Remember your login name is ID@student.mpisd.net & the password you created. If for some reason you can't login or forgot your password please email me jjones2@mpisd.net & I can reset both of them if needed. I know not all of our students aren't done with Personal Financial Literacy module so it's currently still open.

Outdoor Adventure

This week we will continue learning about fishing and the skills it takes to be a good angler. Learning about our aquatic wildlife and understanding how these species live and function in their environment will help you know where to look, what they eat (predator vs prey) and what processes they go through in their life cycle (Spawn). There's a whole new world underneath the surface of the water and it's a world that has many similarities and many differences to the world we live in above the surface. Let's take a look at some of the main species we have in our local lakes and fisheries.

Largemouth Bass

<https://www.bass-fishing-source.com/Fish-Identification-Largemouth.html>



Bass-Fishing-Source.com

So what *is* the best way to identify a largemouth bass?

It's a common scenario, you've landed that beautiful fish that just gave you one **heck of a fight**. You want to make sure it is actually a largemouth bass you are holding. Well you shouldn't have to wonder too much. If you grab a hold of that lower lip and the mouth of that fish opens up as **big** as the girth of the whole fish, well chances are you got yourself a largemouth bass.

By the way, always support the body of a bass, or any fish for that matter, when you are holding it. You should not pry open and hold a bass by only its lower lip. You can hurt them by doing this.

Now what is a solid, sure fire way to identify this feisty fighter. We'll tell you but first let's look at some of their characteristics.

The largemouth bass is olive in color. It will have a series of black blotches along its side that will seem to form a jagged **horizontal line** the length of its body.

It is the largest of the black basses and based on the largest recorded size, can reach nearly 30 inches long and weigh nearly **25 pounds!**

The Largemouth bass can live up to 16 years. It's no wonder why most fishermen feel strongly about **catch and release** when it comes to these game fish. Could you imagine all the big bass that could potentially be available if they are released and allowed to live their full life span!

The one thing to look for

This is the key part and you need to remember this, their **upper jaw** will extend **behind the eye**. This will help differentiate a largemouth from a spotted bass and other similar looking fish.

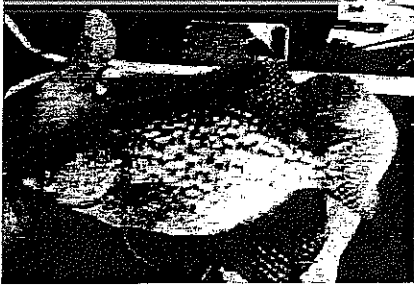
You can see the reference points in the diagram below.

Crappie

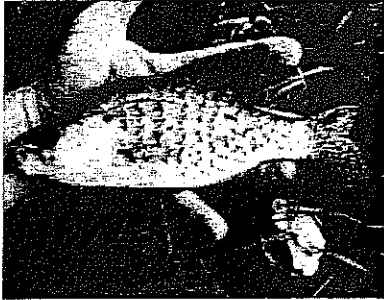
<http://fishtek.com/crappie-identification-methods/>

Crappies come in two varieties – black and white. You would think with descriptive names like that, telling the two species apart would be as easy as, well, black and white. For a crappie beginner, the differences may not be that obvious. For example; the very light colored fish at the top is not a white crappie. It is a black crappie.

The round body and an overall mottled color pattern signifies a black crappie.



An elongated profile and mottling arranged in bars identifies a white crappie.



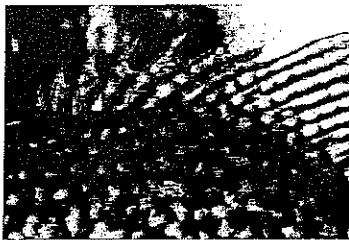
The most conspicuous difference is the pattern on the sides of the fish. The white crappie has dark blotches arranged in bars. The black crappie wears his blotches in an evenly distributed pattern.

Body shape is another ID cue. Black crappies have a more round silhouette. White crappies are more “stretched out”, and have a little more of a snout.

A white crappie with 5 dorsal spines.



A black crappie with 8 dorsal spines.



The most analytical identification characteristic is a count of the rigid spines of the dorsal fin. A white crappie will have 5 to 6 spines. A black crappie will have 7 to 8 spines. When in doubt, a quick count of the spines will provide a near certain identification.

The range and preferred habitats of the two species overlap quite a bit. In my area, the black crappie is the dominant species. In other areas, the white is the dominant crappie. In either instance, it is still quite common to run into both species during the course of a season, or even in a single day. With these three methods to differentiate the two species, you will always be sure of a proper ID.

Music History

Mr. Miles

Directions: Choose one box a day. You can answer it as creatively as you like. Have some fun with it. You can email me at jmiles@mpisd.net at any time and I will get back with you ASAP.

Discover the **7 elements of music** in your favorite song.

Tempo

Rhythm

Melody

Harmony

Timbre

Form

Dynamics

Put the **Periods of Music** History in the correct order. Then Rename them based on a quality you find interesting of each periods style.

Modern (this is the newest one)

Classical

Medieval

Romantic

Baroque

Renaissance

Choose another of your favorite songs. **Reimagine that it is a romantic piece of music.** How would it change? Would you like? Describe this new creation. (If you can create it send it to me at jmiles@mpisd.net.)

One more song of your choosing. I want you to argue that it belongs in another Musical Period. Pick one and **convince me!**

Find a recording of **Erkönig by Schubert.** (You don't have to use the accent marking when searching) Listen to the song. Read the Poem. Evaluate the music Schubert created. Did it capture the essence of the poem? Does it fit into the Romantic Periods ideals of what music should be?

Dance I and Dance II (ADT)-

Weeks of March 30th- April 17th

Mondays- Stretch (30 minutes; be sure to practice splits)

Tuesdays- Across the Floor Skills

Wednesdays- Center Skills

Thursdays- Review all Dances that we learned

Fridays- Freestyle Friday- (Learn any style dance routine from YouTube or TikTok) If you do not have access to either of those, create your own.

Honors Band/Symphonic Band (March 30th-April 17th) (YOU MUST COMPLETE 1-3 DAILY)

- 1. 10 minutes- Mouthpiece warm-up/face buzz**
 - Breathing exercises, Long tones, sirens, lip slurs
- 2. 10 minutes- Instrument warm-up**
 - Lip Slurs, scales in whole notes
- 3. 10 minutes- Scale Studies**
 - Work on all scales (SCALE PATTERN LIKE ALL-REGION)
 - Blue Book Exercises
 - If you don't have scales, you can work on note recognition/memory
- 4. 15-20 minutes- Band Repertoire**
 - Work on Contest Music
 - Work on fun music (you can find sheet music online to work on)
- 5. 20-30 minutes- Friday Music Fun Day**
 - Play some music games
 - Watch some fun music videos
 - Learn any song your choice
 - http://www.musictechteacher.com/music_quizzes/music_quizzes.htm

PE Activities

Hi guys, hope you're all well and doing great.

While you're home, we just want to be sure you stay in shape. So, I'm sending you a list of workouts you can do at home.

Each Day: Before starting your workout, be sure to stretch first.

Remember to stretch your arms, legs and back.

1. Jumping Jacks.....20
2. Squat Jumps.....10
3. Push Ups.....10
4. Sit Ups.....20
5. Toe Touches.....20
6. One Minute Plank
7. Run In Place.....1 Minute

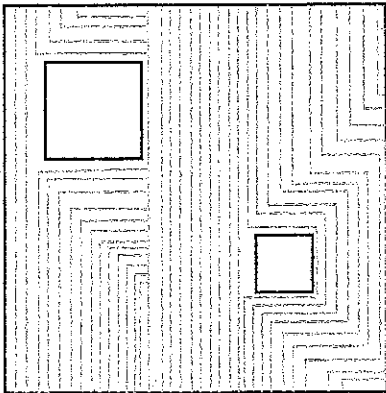
Tennis:

HELLO STUDENTS! Coach Washington and I miss you very much. We hope that you are home resting, staying out of trouble and enjoying the extra time with your families. We have a court update: **OUR COURTS HAVE BEEN RESURFACED!!** They are done and ready for you guys to come back and hit! If you have your racket at home try and get out of the house and dribble a ball or use a wall outside to volley with.

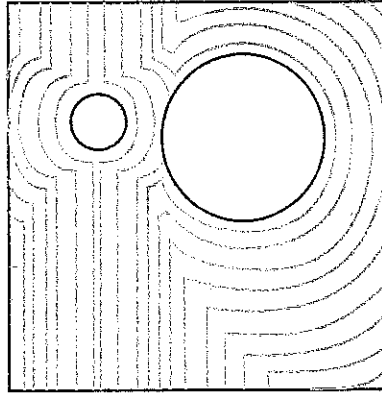
We would also like you to get your physical activity in DAILY. Please do a 10 minute walk, 25 jumping jacks, 10 lunges, 10 squats, 10 push ups. Again, we miss you and cannot wait to see you.

REPETITION AND LINES

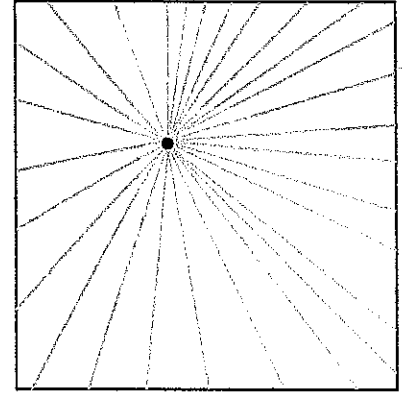
Check out some of the repeating line designs in the examples below. On the next page you are going to create some of your own.



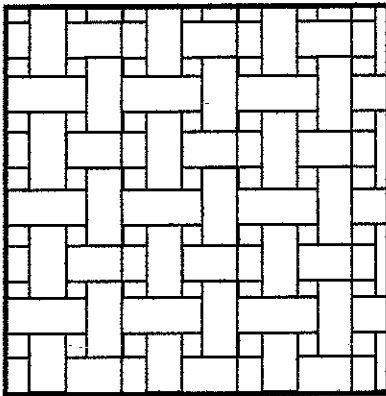
Created by wrapping vertical lines around the boxes.



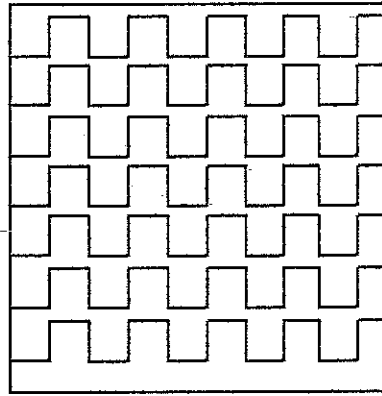
Created by wrapping vertical lines around circles.



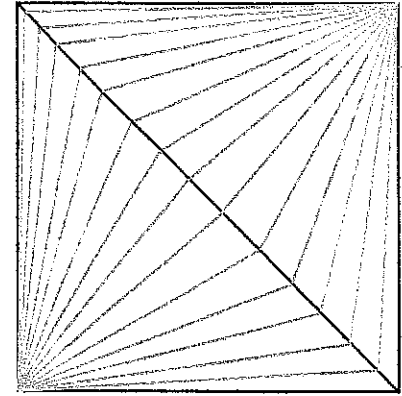
Created by drawing radiating lines from a center point.



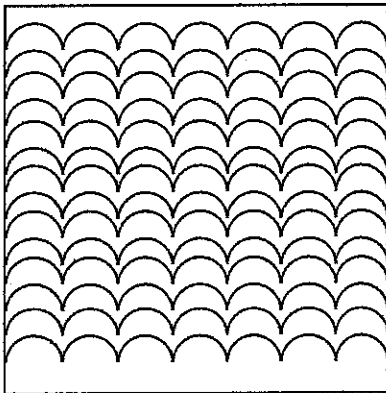
Created by weaving lines under and over each other.



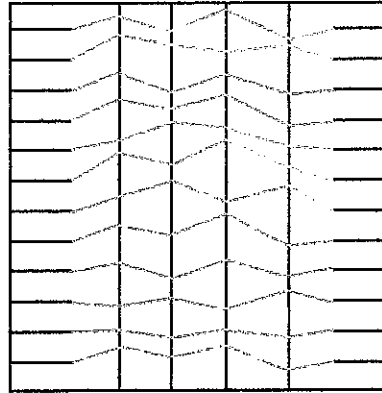
Created by drawing a series of stair-steps across the box.



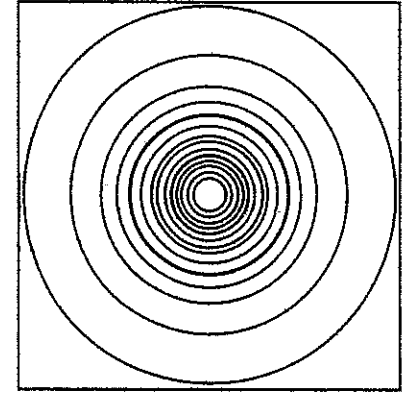
Created by drawing radiating lines from dots along a diagonal.



Created by drawing a series of speed bumps across a box.



Created by connecting horizontal lines, changing direction each time you meet a vertical line.

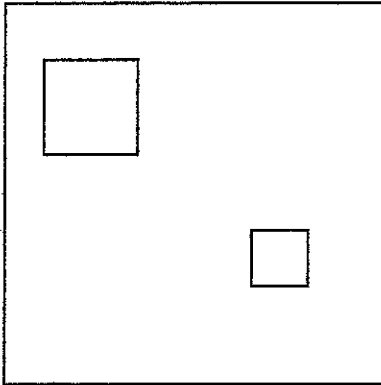


Radiating circles.

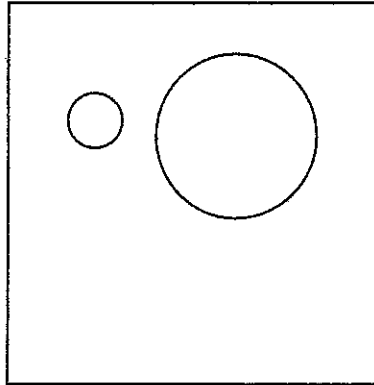
REPETITION AND LINES

Name: _____

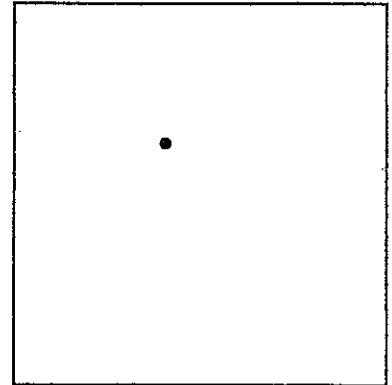
In each box below create a repeating line design based on the ideas below each box.



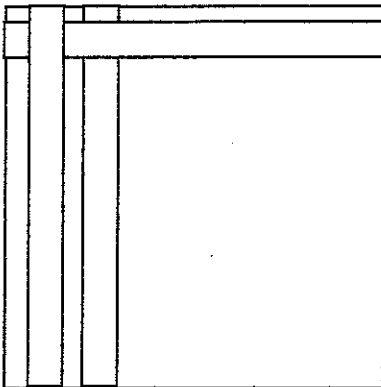
Draw a straight line from top to bottom wrapping around each box.



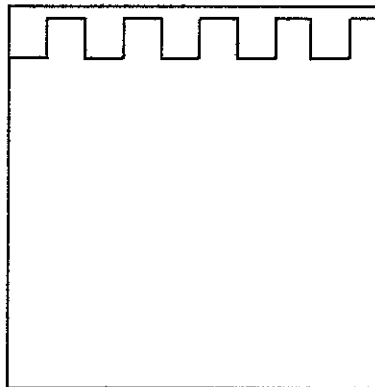
Draw a straight line from top to bottom wrapping around each circle using straight and curved lines.



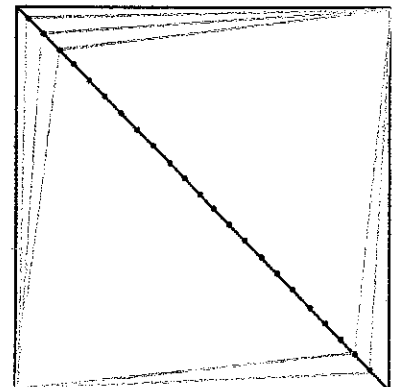
Draw radiating lines from a point to the edges.



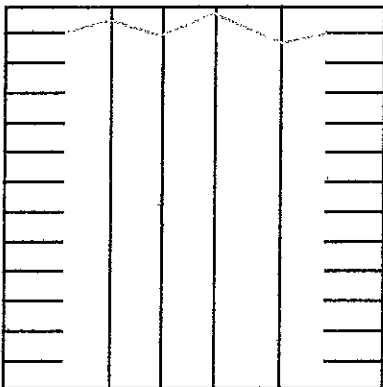
Weave lines, under and over each other. What goes under must go over.



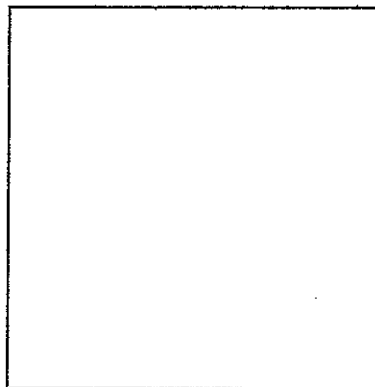
Draw a series of "castle" lines, stair-steps across the box.



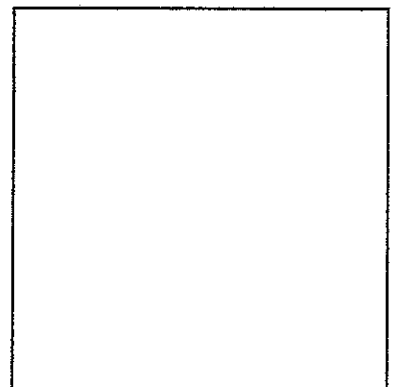
Radiating lines from opposite corners to dots along diagonal line.



Draw a line from left to right, connecting the horizontal lines, change direction each time you meet a vertical line.



Create your own repeated line design.



Create your own repeated line design.

Name: _____

Grubbs

Date: _____

Health

(March 30-April 3)

Instructions: Read the review questions and answer with the letter that is most correct.

1. Which of the following is an example of a food that would be considered a **protein**?
 - A. Brown Rice
 - B. Pasta
 - C. Chicken Breast
 - D. Butter

2. Which of the following foods is the best example of a **carbohydrate**?
 - A. Tortilla
 - B. Peanut Butter
 - C. Ribeye Steak
 - D. Cheese

3. Which of the following foods is considered to be a **fat**?
 - A. Chicken Breasts
 - B. Almonds
 - C. Oatmeal
 - D. Pancakes

Name: _____

Food Labels

Directions: Study the food label and answer the questions.

Nutrition Facts	
Serving Size 1 cup (236 mL)	
Amount Per Serving	
Calories 130	Calories from Fat 45
% Daily Values*	
Total Fat 5g	8%
Saturated Fat 3g	15%
Trans Fat 0g	
Cholesterol 20mg	7%
Sodium 125mg	5%
Total Carbohydrate 12g	4%
Dietary Fiber 0g	0%
Sugars 12g	
Protein 8g	
Vitamin A 10%	Vitamin C 4%
Calcium 30%	Iron 0%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

FAT REDUCED 8g TO 5g AND CALORIES REDUCED 150 TO 130.
INGREDIENTS: GRADE A PASTEURIZED REDUCED FAT MILK,
VITAMIN A PALMATE AND VITAMIN D3.

1. What is the serving size of this product?

2. How many calories per serving size are in this product?

3. What percent of daily value is the sodium?

4. In 2 servings, how much Vitamin A is there?

5. Based on this food label, would you consider this product to be healthy? Why or why not?

Look at 6 different products' food labels. Find three that are healthy and three that are less healthy. Record the products below and their sodium levels.

healthy

less healthy

definite	el	los	la	las
indefinite	un	unos	una	unas
	masculine		feminine	

Los artículos

Completa cada oración con el artículo que corresponde.
 Complete each sentence with the corresponding article.

- 1 Tengo _____ fotografía.
- 2 _____ guantes están en _____ silla.
- 3 Yo hablo con _____ profesores.
- 4 _____ paisaje en _____ montaña es magnífico.
- 5 Buscamos _____ oportunidad.
- 6 _____ abogada es excelente.
- 7 Tenemos _____ clases en el segundo piso.
- 8 _____ mujer tiene _____ pelo rubio.
- 9 Aquí están _____ dibujos.
- 10 _____ reloj está descompuesto.
- 11 Todas _____ mañanas como cereal con leche.
- 12 _____ niños juegan en la plaza.
- 13 _____ señora vende chocolates.
- 14 Siempre hacemos _____ tareas.
- 15 _____ cisnes son blancos.

Los artículos

Completa con la o el. (complete with la or el)

- | | | | |
|---------|----------|---------|-----------|
| ① _____ | castillo | ⑧ _____ | profesora |
| ② _____ | barco | ⑨ _____ | escritor |
| ③ _____ | edificio | ⑩ _____ | bailarina |
| ④ _____ | casa | ⑪ _____ | caballo |
| ⑤ _____ | gato | ⑫ _____ | amiga |
| ⑥ _____ | mamá | ⑬ _____ | doctora |
| ⑦ _____ | año | ⑭ _____ | hijo |

Completa con las o los. (complete with las or los)

- | | | | |
|---------|-----------|---------|------------|
| ① _____ | libros | ⑧ _____ | platos |
| ② _____ | cartas | ⑨ _____ | amigos |
| ③ _____ | teléfonos | ⑩ _____ | mascotas |
| ④ _____ | ventanas | ⑪ _____ | gatas |
| ⑤ _____ | vestidos | ⑫ _____ | enfermeras |
| ⑥ _____ | manzanas | ⑬ _____ | niños |
| ⑦ _____ | maletas | ⑭ _____ | nietas |