

Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Campus \_\_\_\_\_

# 7<sup>th</sup> GRADE

*Week Three*

*April 13<sup>th</sup>-17<sup>th</sup>*

Mount Pleasant ISD



**ENGLISH**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

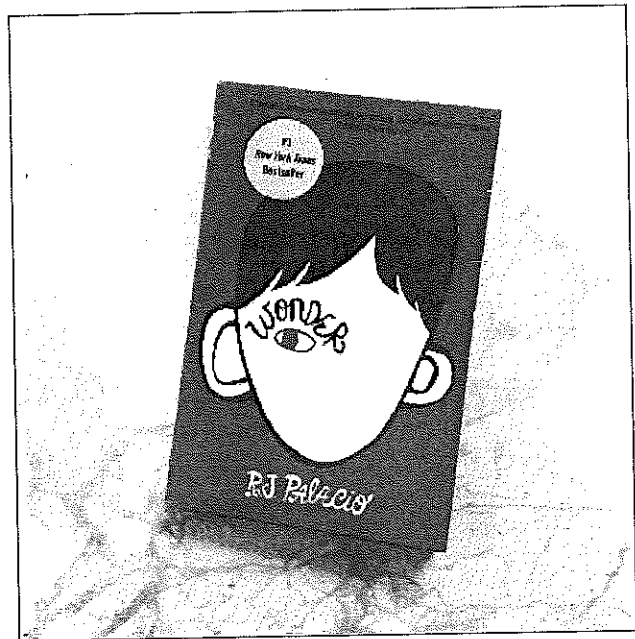
## About Treacher Collins Syndrome

 By CommonLit Staff  
2016

*This informational text gives a brief overview of the causes and effects of Treacher Collins syndrome, the same condition that Auggie, the protagonist of Wonder by R.J. Palacio, has. As you read this text, try to imagine the different ways Treacher Collins might impact a life or shape someone's identity, and identify 2-3 main ideas of the article.*

- [1] Treacher Collins syndrome, named for Edward Treacher Collins who first described its symptoms, is a rare congenital<sup>1</sup> disorder that impacts facial features. People with Treacher Collins often have missing cheekbones, downward slanting eyes, hearing loss, atypical<sup>2</sup> or missing ears, and a smaller jaw. This syndrome is also quite rare and is identified in about one out of every 50,000 births. Some cases of Treacher Collins syndrome are very mild, while other cases could be life-threatening. Nevertheless, Treacher Collins syndrome does not negatively affect a person's cognitive<sup>3</sup> ability.

People with more severe cases of Treacher Collins syndrome may require several medical procedures and many surgeries. To begin, many individuals with Treacher Collins syndrome have trouble breathing or eating easily. These problems exist because there isn't enough space along the throat and jaw to create an adequate<sup>4</sup> airway. When this happens, a tracheostomy<sup>5</sup> may be necessary to create this airway. People with Treacher Collins syndrome also often receive cleft palate<sup>6</sup> surgery around the age of one. Later, many patients also require bone grafts<sup>7</sup> to help correct for missing cheek or orbital bones.<sup>8</sup> Shortly after, patients often require ear reconstruction or an external<sup>9</sup> device to make it easier to hear clearly. Other surgeries are also often required to correct eyelids, noses, or the soft tissue on the face.



*"Wonder by R.J. Palacio" by cuprikorn is licensed under CC BY-NC-ND 2.0*

1. "Congenital" describes a disorder or condition that exists since, or even before, birth.
2. **Atypical (adjective):** not typical; different from what is most common
3. mental abilities such as learning, knowing, or understanding things
4. **Adequate (adjective):** good enough
5. A tracheostomy is a surgery that helps people breathe by opening the windpipe and sometimes also inserting a special tube in the neck.
6. A cleft palate is when the roof of the mouth has a hole that connects it to the nose. It can cause problems speaking, eating, or even hearing.
7. Bone grafts are medical procedures that transplant new bone tissue to help repair bones that are missing or broken.
8. Orbital bones are the bones around the eyes.
9. **External (adjective):** on the outside

Most cases of Treacher Collins syndrome are caused because of mutations<sup>10</sup> in the TCOF1 gene. This specific gene creates proteins, which play an important role in the early development of bones and other tissues in the face. When there is a mutation in the TCOF1 gene, it negatively impacts the production of ribosomal RNA (rRNA).<sup>11</sup> This decrease in rRNA results in the destruction of certain cells that are involved in facial bones and tissues.

Sometimes people with Treacher Collins syndrome face other consequences of their condition—social ones. Amie, a physician who has Treacher Collins, writes on [treachercollins.org](http://treachercollins.org), “Treacher Collins syndrome is a lot more than a pile of statistics and facts. It is about the person below the surface. People tend to give wide berth to the things and people that they perceive as a threat to them – those people who are ‘different’ or who they don’t understand. In some situations, this defense mechanism can be good. In excess, however, it breeds ignorance<sup>12</sup> and heartache and leads society to shun<sup>13</sup> those that aren’t ‘normal.’ Thus, society does not take the time to see what lies beneath the outer shell of a person and never sees that below the surface these ‘different’ people are just as ‘normal’ as anyone else.”

- [5] Jono Lancaster, another person with Treacher Collins, was abandoned by his birth parents when they saw his face. According to [an article from the BBC](#), Jono struggled with depression and was bullied in high school, but today he loves his face. People with Treacher Collins syndrome may not look “normal” and they may even face uncommon difficulties with speech or eating, but they can still live fulfilling and complex lives just like anyone else. Amie writes, “Given the chance to live my life over again without Treacher Collins, I would have to politely decline.”<sup>14</sup> Jono says, “I’m proud of who I am. And Treacher Collins made me who I am today.”

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10. A mutation is when a living thing develops different characteristics as the result of a change in their genes.
11. RNA is a thing in your cells that helps read your DNA to make proteins, which eventually make you look the way your DNA says you should — unless there is an unusual complication or mutation, like with Treacher Collins syndrome.
12. **Ignorance** (*noun*): not having knowledge or understanding about something
13. **Shun** (*verb*): to avoid something (or someone) out of fear or dislike
14. **Decline** (*verb*): to say no, usually to an offer, recommendation, or invitation

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best identifies a main idea of this text?
- A. Treacher Collins syndrome is a rare condition that can affect people in a variety of ways.
  - B. It is important to study medicine and science to cure Treacher Collins syndrome.
  - C. Those who are healthy should pity the people who suffer from Treacher Collins syndrome.
  - D. People who require many surgeries cannot be a part of society.

2. PART B: Explain and expand your answer to Part A using evidence from the text.

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3. PART A: What does the phrase "to give wide berth to" most closely mean as it is used in paragraph 4?
- A. To stay away from
  - B. To act kindly towards
  - C. To be violent towards
  - D. To go out of one's way to help out
4. PART B: Which phrase from the text best supports the answer to Part A?
- A. "People with more severe versions of Treacher Collins syndrome may require several medical procedures and many surgeries" (Paragraph 2)
  - B. "It is about the person below the surface." (Paragraph 4)
  - C. "it breeds ignorance and heartache and leads society to shun those that aren't 'normal.'" (Paragraph 4)
  - D. "but they can still live fulfilling and complex lives just like anyone else." (Paragraph 5)

5. Which statement best describes the relationship between paragraph 5 and the text overall?
- A. It disproves the claim in paragraph 4 that people with Treacher Collins are normal.
  - B. It highlights the fulfilling lives people with Treacher Collins can live, while previous paragraphs focus mainly on the difficulties of the syndrome.
  - C. It supplies evidence for the main ideas in paragraph 1, introducing the common effects of Treacher Collins along with some basic facts.
  - D. It switches the focus onto individuals from the previous paragraph that is only about society as a whole.

## Discussion Questions

***Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.***

1. In her writing, the author puts the words "normal" and "different" in quotation marks as if she doesn't mean them sincerely, or as if to suggest they are words other people use that she wouldn't. Do you believe there is such thing as "normal," and why? What is normal, and what is abnormal?
  
2. People with Treacher Collins syndrome may have to undergo a lot of surgeries in their lifetime. What are some effects of these surgeries that might impact other parts of their lives? For example, think about how Auggie was homeschooled at first because of all his surgeries in the book *Wonder*.
  
3. Treacher Collins syndrome is caused by a mutation in peoples' genes and effects the way they look and sometimes their ability to do things like hear or eat or breathe, but it does not affect their brain. How much of someone's identity and life is determined by their genetics? Do genetics play a bigger role when a person has a genetic mutation? What makes us who we are?



**MATH**

Can It Be True???

$$2x + 4 \geq 6$$

$$\begin{array}{r} -4 \quad -4 \\ \hline 2x \geq 2 \\ \frac{2x}{2} \geq \frac{2}{2} \\ x \geq 1 \end{array}$$

greater or equal

4 0 9 -6

$$4x - 6 < 4$$

$$\begin{array}{r} +6 \quad +6 \\ \hline 4x < 10 \\ \frac{4x}{4} < \frac{10}{4} \\ x < 2.5 \end{array}$$

less than

5 1 6 10

$$-x + 4 > 12$$

$$\begin{array}{r} -4 \quad -4 \\ \hline -x > 8 \\ \frac{-x}{-1} < \frac{8}{-1} \\ x < -8 \end{array}$$

Flip sign when variable is neg

3 12 21 9

$$-6x - 4 < 14$$

$$\begin{array}{r} +4 \quad +4 \\ \hline -6x < 18 \\ \frac{-6x}{-6} > \frac{18}{-6} \\ x > -3 \end{array}$$

greater than

-4 -3 2 1

$$x + 7 \geq 15$$

$$\begin{array}{r} -7 \quad -7 \\ \hline x \geq 8 \end{array}$$

greater than or equal

6 8 9 5

$$-5x + 4 > 16$$

$$\begin{array}{r} -4 \quad -4 \\ \hline -5x > 12 \\ \frac{-5x}{-5} < \frac{12}{-5} \\ x < -2.4 \end{array}$$





less than







4 6 2 0

2.4  

$$\begin{array}{r} 5 \overline{)12.0} \\ -10 \phantom{0} \\ \hline 20 \\ -20 \\ \hline 0 \end{array}$$





## 2-Step Inequality Notes







Symbol	Words	Graphing	Example
$>$	Greater than		$x > 4$ 
$<$	Less than		$x < 7$ 

$\geq$	Greater than or equal to		$x \geq -3$ 
$\leq$	Less than or equal to		$x \leq 0$ 
$=$	Equal to		$x = 5$ 

**\*\*REMEMBER!! --> IF YOU MULTIPLY OR DIVIDE BY A NEGATIVE, YOU MUST CHANGE THE DIRECTION OF YOUR SIGN!!**

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# Notes: Solving 2 Step Inequalities

An inequality is a statement that compares two expressions. Some inequalities contain a variable, such as  $y \geq 5$ .  
solution of any inequality is any value of the variable that makes the inequality true. So 6 could be a solution for  $y \geq 5$ , because  $6 \geq 5$ .







> GREATER THAN







≥ GREATER THAN OR EQUAL TO

< LESS THAN

≤ LESS THAN OR EQUAL TO

**\*IMPORTANT NOTE:** Any time you have to multiply or divide both sides of the inequality by a NEGATIVE NUMBER, you must reverse (or flip) the direction of the inequality.

$7x + 12 < 61$	$\frac{1}{9}a - 9 > 3$	$-2x + 2 \geq 22$
		
$-\frac{1}{2}c + 20 \leq 4$	$-14 \geq 2k + 4$	$3 - \frac{1}{6}b > -4$
		

$-9 \leq \frac{r}{8} - 11$	$-15 > -4v + 1$	$\frac{t}{10} + 15 > 7$
		
$-5z + 4 < 16$	$3f - 15 > 45$	$-\frac{t}{5} - 3 \geq 5$
		
	<p>Which of these solutions makes the inequality true?</p> <ul style="list-style-type: none"> <li>a) 18</li> <li>b) 20</li> <li>c) 10</li> <li>d) 22</li> </ul>	<p>Which of these solutions makes the inequality true?</p> <ul style="list-style-type: none"> <li>a) -20</li> <li>b) -5</li> <li>c) -37</li> <li>d) -56</li> </ul>

Work with a partner. Match the inequality with its graph.

1.  $2x + 3 \geq 7$

2.  $5x - 2 < 8$

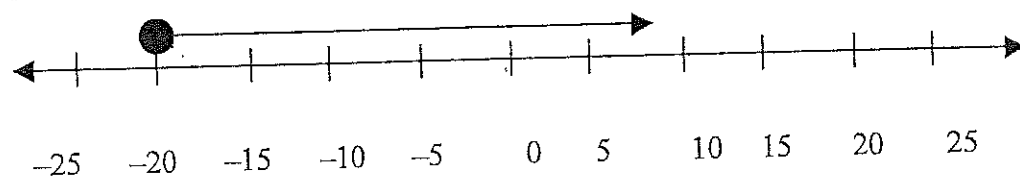
3.  $\frac{x}{3} - 1 \leq 4$

4.  $2 < 3x - 7$

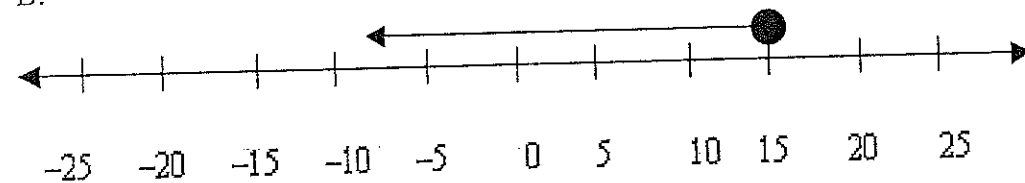
5.  $5x + 6 > 11$

6.  $7 \geq \frac{x}{-2} - 3$

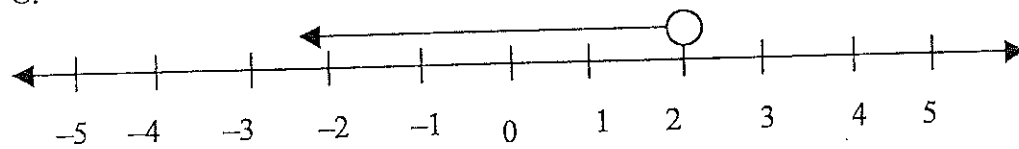
A.



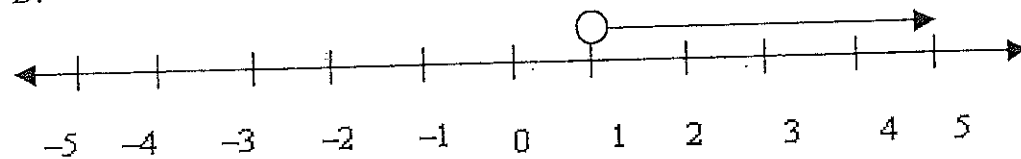
B.



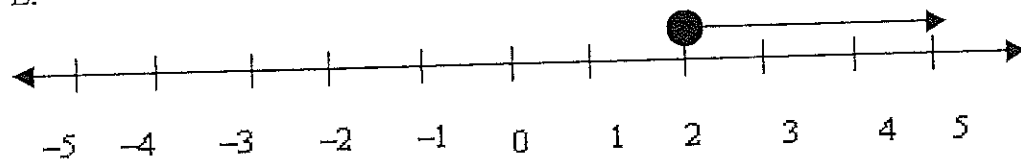
C.



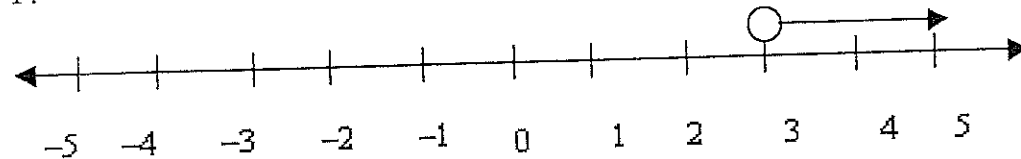
D.



E.



F.



# PRE- ALGEBRA



# Percent of Change: PreAlgebra 7<sup>th</sup> Grade Week 3

Sometimes when we look at data, we need to know the percent that an amount changes, not just the amount. We can use what we already know about setting up a percent to do this.

$$\frac{\text{amount of change}}{\text{original amount}} = \frac{\text{percent}}{100} \quad \text{OR} \quad \frac{\text{amount of change}}{\text{original amount}} \times 100$$

\*\*If the new amount is bigger than the original amount it is a percent of increase.

\*\*If the new amount is smaller than the original amount it is a percent of decrease.

Example 1:

Rose weighed 32 pounds last year when she visited the vet. This year she weighed 40 pounds. What was the percent of change in her weight?

First, find the difference between the old weight and new weight. ( $40 - 32 = 8$ )

Then set up the ratio: amount of change was 8, original amount was 32

①  $\frac{8}{32} = \frac{\quad}{100}$        $32 \overline{) 800} \begin{array}{r} 25 \\ 64 \\ \hline 160 \\ 160 \\ \hline 0 \end{array}$       25%

②  $\frac{8}{32} = \frac{1}{4} = \frac{25}{100}$  (If you can simplify, it will be easier)

③  $\frac{8}{32}$        $32 \overline{) 8.00} \begin{array}{r} .25 \\ 64 \\ \hline 160 \end{array}$        $.25(100) = 25$

→ division problem

Choose one!

Practice: Remember, it is okay to use a calculator AFTER you have set up your problem.

Please email me your work, or turn in paper copy when you pick up the next packet.

1. Last year, a motivational speaker named Rhiannon gave 20 talks abroad. This year, she gave 13 talks abroad. What is the percent of decrease in speeches given abroad from last year to this year?
2. As an ongoing service project, schools in Mount Pleasant have helped to clean up local parks. Last year, the schools helped to clean up a total of 2 acres. This year they cleaned up 5 acres. What is the percent of increase in acres cleaned by the schools?
3. Levi is trying to drink more water, so he has been keeping a log of how much water he drinks every day for the last week. Two days ago, Levi drank 10 ounces of water, in comparison to 17 ounces yesterday. What is the percent of change in the amount of water Levi drank from two days ago to yesterday? What is a percent of increase or percent of decrease?
4. Last year, Mary played 100 games of basketball. This year, he played 60 games. What is the percent of change in basketball games played by Mary from last year to this year? What is a percent of increase or percent of decrease?

5. Bottled water in the concession stand costs \$1.25. This price is the markup from the wholesale cost of \$0.20. What is the percent of change?
  
6. Juan went from walking 25 minutes a day to walking an hour a day. What is the percent of change?
  
7. A 27- inch television originally priced at \$200 was on sale for \$180. What is the percent of change in the cost of the TV?
  
8. Samantha bought a book on sale for \$3.60. It originally costs \$12. Find the percent of discount.
  
9. The water level in the lake rose from 80 feet to 90 feet after flooding. What is the percent of change in the water level?
  
10. When Bobby was exercising, his heart rate went from 60 beats per minute to 80 beats per minute. What is the percent of change?

## Project:

This week I want you to build a paper airplane. Choose any design you want, you may even want to experiment on different designs. Then do the following activities with your airplane. \*If you build more than one, do the activities with all planes, and compare the results. Please take pictures if you can and send them in with your results.

Mean (the average. Add the numbers and divide by how many numbers you added)	Median (put numbers in order, find the middle value)
Mode (the number that occurs the most often)	Range (the difference between highest and lowest number)

From the same starting point fly your plane 10 times and record the distance it flew each time.

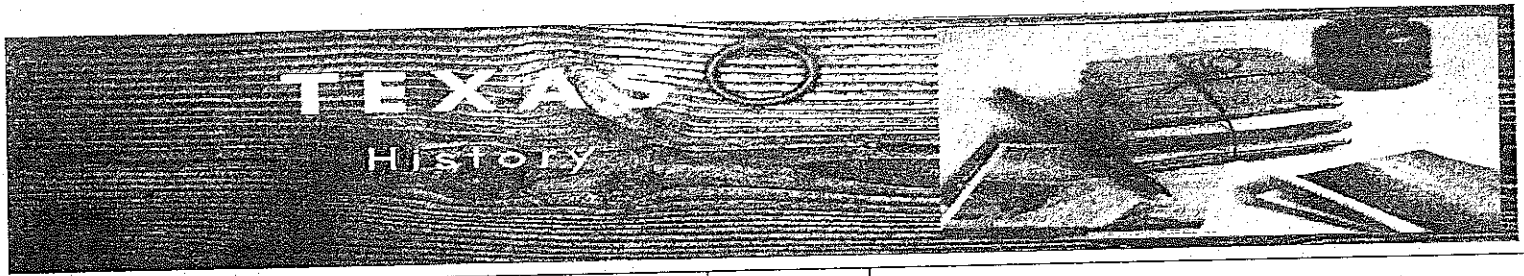
1. Find the mean, median, mode and range of the 10 flights.
2. Create a bar graph that shows your data. If you have 2 planes, you can make a double bar graph if you choose. Or you can make a separate graph for each plane.
3. Using the median of your data, how many flights would it take to go from one side of your yard to the other side?
4. Write a paragraph explaining how you determined the answer to #3.

If you used more than one plane:

1. Describe how the design of each plane made the results different?
2. Did one plane consistently fly farther? Explain

**Rose says hello! I sure miss you.**

# SOCIAL STUDIES



Name	Week # 3	Terrell, Washington, Erickstad, Wetzel, Hallonquist
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## Spanish Texas- Age of Contact

Directions: If you are using your device instead of paper copies... you will need to spend some time on EACH link.

1. Spanish Explorers- Review Video <https://www.youtube.com/watch?v=MzCQExnniWs&feature=youtu.be>
2. Spanish Explorer Purpose Games  
<https://www.purposegames.com/game/texas-history-ch-4-sect-1-1st-steps-in-a-new-land-game>

## Mexican Nat'l Era

1. Eras Purpose Games <https://www.purposegames.com/game/naming-the-eras-of-texas-history-part-3>
2. Short Videos to Watch  
<https://www.youtube.com/watch?v=cFb7R7Qz2lc>  
<https://www.youtube.com/watch?v=ZJ5rXseH3gg>  
<https://www.youtube.com/watch?v=4xCEn2k7LTU>
3. Growing Tensions Watch the short videos above and do the assignment below:  
<https://docs.google.com/document/d/1bkPfiSt6AKRtkY08TWnJGLEoPSx2Z-XVdfusYAga4SI/edit?usp=sharing>

## Chapter 8 Test Review

1. Independent republic created by Edwards—**Republic of Fredonia**
2. Area in East Texas of the first clash between colonists and Mexican authorities—**Nacogdoches**
3. Where Stephen F. Austin was imprisoned—**Mexico City**
4. Site of the first Texas conventions in 1832 and 1833  
**Washington on the Brazos**
5. Wrote a constitution for the proposed Mexican state of Texas—**Convention of 1833**
6. Statements in which colonists declared their loyalty to Mexico--- **Turtle Bayou Resolutions**
7. Ended all immigration from the United States--  
**Law of April 6, 1830**
8. The Convention of 1832 resolved that Texas become--  
**a separate Mexican state**
9. Many colonists backed Santa Anna because he declared Himself to be a-- **Federalist.**
10. All of the following were results of the Law of April 6, 1830 except—**Immigration from Mexico**
11. Mier y Teran reported that in East Texas—**Anglo American influence was strong**
12. All were results of the opening of Texas to settlers except—**problems between Texas and Mexico ended.**
13. One issue causing trouble in Anahuac in 1835 was--  
**the collections of import taxes**
14. When Haden Edwards arrived in Nacogdoches he  
Discovered – **people already living on the land**
15. When Stephen F. Austin returned from Mexico in 1835,  
Urged Texans-- **to prepare for war with Mexico.**
16. As a result of the Fredonia Revolt—**Mexican soldiers were sent to Nacogdoches**
17. Most Anglo American colonists considered regulations of the  
Centralist government unfair—**True**
18. The Decree of April 6, 1830 was welcomed by settlers in Texas--  
**False**

# Growing Tensions

Name	Growing Tensions	Week 3
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Directions: Read the passage below and fill-in with the correct words. If you are working on a device... it would be nice to font the answers with a different color for easy grading.

- Abolished Slavery
- Edwards
- Federalists
- grant
- all immigration from the U.S.
- Mier y Teran
- independent
- Turtle Bayou Resolutions
- Law of April 6, 1830
- Suspended empresario contracts
- Austin
- Willam B. Travis
- Liberty
- Placed custom duties on goods
- 1820's
- Republic of Fredonia
- Haden
- Stopped

Texas settlements grew in the early( ) while the( ) are in power in Mexico. The colonists are basically left alone. Then the difficulites begin when empresario( ) was allowed to settle 800 families near Nacogdoches. When he arrived on his land( ) he discovered that there were already people living there. With n no help from Stephen( ) or Mexico, his brother thought the only way to solve the problem was to declare his colony free and ( ). They raised a flag that said, "Independence, and Justice." They called their country the ( ). The Mexican government sent troops to stop the revolt. The Mexican government wanted to know what the heck is going on in Texas, so they sent General ( ) to investigate. His report (law) was known as the ( ). This is what the law state (any order will do) 1. ( ) 2. ( ) 3. ( ) 4. ( )

Anahuac the 1st Conflict. Anahuac was a port where the Mexicans would collect taxes on imported goods. John Bradburn was the Mexican Commander at Anahuac. In 1832 Bradburn arrested ( ) and Patrick C. Jack for interfering with the collection of custom duties. After they were arrested, the colonists realized they needed more fire power so they sent John Austin to get a cannon, while he was gone, the colonists met and wrote the ( ). These statements said they supported Santa Anna because he promised to support the Constituion of 1824.



# SCIENCE

## Earth and Space

### Lesson 1: Catastrophic Events Reading Comprehension

#### Catastrophic Events

- 1 The world faces potential disasters every day. A disaster, or catastrophe, can be defined as a sudden event that causes loss of life and great damage. A natural disaster is the impact of a natural hazard on the environment. Natural disasters can cause loss of life, property damage, and changes to ecosystems. A man-made disaster is the impact on the environment of a hazard caused by human activity. Catastrophic events have occurred throughout human history, and they continue to occur today.
- 2 Many natural disasters occur because of weather, the conditions of the atmosphere at a certain location and at a certain time. Heavy precipitation can cause a natural disaster. Precipitation can take many forms, including rain, snow, hail, and sleet.
- 3 A thunderstorm is a weather event that produces lightning, strong winds, and heavy rain. Lightning is an electrical discharge in the atmosphere. Lightning strikes on Earth can cause damage, such as fires and airplane crashes. They also can kill humans and other animals. Heavy rain may cause flooding, which can destroy homes and other buildings, as well as habitats.
- 4 A flood is an overflow of water that submerges land that is not normally under water. Naturally occurring rainstorms can fill bodies of water, such as lakes and rivers, with excess water. As a result, such bodies of water will overflow their natural boundaries. Flooding can damage structures, such as bridges and buildings, and it can kill humans and animals. In addition, cars can be submerged, and sewer systems and roads can be damaged. Flooding can also contaminate drinking water, which can lead to the spread of diseases. Crops can be destroyed from flooding of croplands near rivers and lakes.
- 5 Sometimes floods occur because of a failure of human-made structures. A dam may burst, releasing water downstream. During Hurricane Katrina in 2005, human-made levees failed, releasing water which flooded much of New Orleans.
- 6 One harmful form of precipitation is called acid rain. Acid rain forms when chemicals in the air combine with water vapor to form acids. The chemicals that combine with water vapor are mainly sulfur, carbon, and nitrogen released by various factories or power plants. Acid rain can react with rocks, causing them to break apart. Acid rain can also affect the organisms that live in bodies of water, as well as animals and plants on land.

7 Another damaging form of precipitation is hail, which is precipitation made of lumps of ice. Hail stones come in various sizes, from a fraction of an inch to several inches. Most small hail stones do not cause damage. However, the larger stones, usually over 1 inch in diameter, can damage buildings, aircraft, and cars. Plus, hail destroys crops and can harm livestock and other animals.

8 Cloud formation, rain, wind, snow, and fog are usually harmless. However, some severe weather events can have catastrophic effects. One such event is called a tornado, which is a rotating, funnel-shaped column of air that is in contact with a rain cloud and the surface of Earth. Tornadoes have strong winds, typically between 40 mph and 110 mph. As a tornado moves across Earth's surface, it can destroy buildings, trees, and other objects in its path.

9 Another type of severe weather is called a blizzard, which features strong winds, cold temperatures, and heavy, blowing snow. The blowing snow of a blizzard can reduce visibility to nothing, making it very dangerous to drive. Air temperature during a blizzard is often below freezing, posing a danger of frostbite.

10 Perhaps the most famous of all severe weather is a hurricane, which is also called a tropical cyclone. A hurricane is a large rotating storm that forms over tropical waters and produces thunderstorms, high winds, and heavy rains. Hurricanes form as water vapor rises from warm tropical waters near the equator. As the water vapor rises, it cools and condenses, releasing heat which drives the storm.

11 Hurricanes may cause massive flooding in coastal areas because of the heavy rains they produce. They can also produce large waves which pose a danger to watercraft in its path. Waves cause beach erosion along coastlines, affecting the habitats of organisms that live along the coastline. High winds can destroy or damage buildings, vehicles, and other objects. Flying objects can injure or kill humans and other animals.

12 Another weather-related disaster occurs because of a lack of rain. This phenomenon is called a drought, which is an extended period of below average precipitation. A drought lasting several years can affect an ecosystem. Mass migrations of animals may occur because of the lack of water. Vegetation may die, exposing topsoil which may then erode. An area that formerly had a large variety of plants and animals may become a barren area with fewer organisms. Droughts over large areas can cause a massive food shortage as the result of lost cropland. In addition, fires become more common during droughts.

13 Volcanoes are natural hazards that can cause natural disasters. A volcano is an opening in Earth's surface through which magma, ash, and gases escape from beneath the surface. Volcanoes cause damage in various ways. Sometimes gases are released into the atmosphere. Sulfur and other elements in the gases can attach to water droplets in the atmosphere and eventually return to Earth in the form of acid rain. Hot lava flows can bury plants, destroy buildings and other structures, and start forest fires which can destroy vast areas of vegetation. With vegetation destroyed, animals are forced to leave the area to find food sources. Large amounts of ash released into the atmosphere can decrease the amount of sunlight that reaches Earth. As a result, the area around the volcano could have a decrease in average temperature, which could affect the balance of the ecosystem there.

14 Some of the most devastating disasters are caused by earthquakes. An earthquake is an event that creates seismic waves through a sudden release of energy in Earth's crust. The result is a movement or shaking of the ground, which can destroy buildings and other structures, causing loss of human life. Earthquakes typically occur along fault lines between tectonic plates. Pressure builds as the plates press against each other. When pressure is released, the plates slide past each other, causing seismic waves.

15 Landslides can also be caused by earthquakes, resulting in loss of life and destruction of buildings, as well as a change in the local habitat. Earthquakes that damage power lines or gas lines can cause fires that destroy plants and man-made structures. Dams destroyed by earthquakes result in floods.

16 One of the most destructive forces caused by an earthquake is a tsunami, which is a giant wave of ocean water. The length of these waves can be as long as hundreds of kilometers, and they travel over 800 kilometers per hour in the open ocean. As a tsunami approaches a coastline, its height increases greatly, and it slows to a speed of about 80 kilometers per hour. They are difficult to detect in the open ocean, so they often hit shore unexpectedly, causing flooding and human deaths. They are deadly when they hit a shoreline community, because its speed makes it difficult to escape.

17 Of course, humans can also cause some catastrophic events. Careless use of fire can cause forest fires, which destroy habitat and property. Large accidents, such as oil spills, can greatly affect the organisms in the area. Explosions used in mining can cause landslides, or they can cause land to sink.

NAME \_\_\_\_\_

# UNIT 8

DATE \_\_\_\_\_

(REVIEW) \*(Use Your Notes)

## Content Practice

Directions: Fill in the blank with the correct word or phrase.

- 1) New Orleans was flooded in 2005 during Hurricane Katrina when human-made \_\_\_\_\_ failed.
  
- 2) A tsunami travels at a speed of over \_\_\_\_\_ kilometers per hour in the open ocean.
  
- 3) Tornadoes have winds typically between \_\_\_\_\_ miles per hour and \_\_\_\_\_ miles per hour.
  
- 4) Weather is the conditions of the atmosphere at a certain \_\_\_\_\_ and at a certain \_\_\_\_\_.
  
- 5) Another term for disaster is \_\_\_\_\_.
  
- 6) Earthquakes typically occur along \_\_\_\_\_ lines of \_\_\_\_\_ plates.
  
- 7) Earthquakes produce \_\_\_\_\_ waves.
  
- 8) Hurricanes form over \_\_\_\_\_.

## Vocabulary Questions

1 Which answer best defines a flood?

- A A sudden event that causes loss of life and great damage
- B A weather event that produces lightning, strong winds, and heavy rain
- C An overflow of water that submerges land that is not normally under water
- D Severe weather that features strong winds, cold temperatures, and heavy, blowing snow

2 A hurricane is best defined as:

- A A rotating, funnel-shaped column of air that is in contact with a rain cloud and the surface of Earth
- B A large rotating storm that forms over tropical waters and produces thunderstorms, high winds, and heavy rains
- C A weather event that produces lightning, strong winds, and heavy rain
- D An overflow of water that submerges land that is not normally under water

3 A natural disaster is:

- A the impact of a natural hazard on the environment
- B the impact on the environment of a hazard caused by humans
- C the conditions of the atmosphere at a certain location and time
- D an electrical discharge in the atmosphere

4 What is an earthquake?

- A A giant wave of ocean water
- B An opening in Earth's surface through which magma, ash, and gases escape
- C An event that creates seismic waves through a sudden release of energy in Earth's crust
- D A large rotating storm that forms over tropical waters and produces thunderstorms, high winds, and heavy rains

5 A man-made disaster is:

- A the impact of a natural hazard on the environment
- B the impact on the environment of a hazard caused by humans
- C the conditions of the atmosphere at a certain location and time
- D an electrical discharge in the atmosphere

6 Hail is best defined as:

- A rain that forms when chemicals in the air combine with water vapor
- B heavy, blowing snow
- C an overflow of water that submerges land that is not normally under water
- D precipitation made of lumps of ice

(STUDY YOUR NOTES!)

NAME

VOCABULARY Review

DATE:

Essential Vocabulary

\_\_\_\_\_ a sudden event that causes loss of life and great damage

\_\_\_\_\_ : the impact of a natural hazard on the environment

\_\_\_\_\_ : the impact on the environment of a hazard caused by human activity

\_\_\_\_\_ the conditions of the atmosphere at a certain location and at a certain time

\_\_\_\_\_ : a weather event that produces lightning, strong winds, and heavy rain

\_\_\_\_\_ an electrical discharge in the atmosphere

\_\_\_\_\_ : an overflow of water that submerges land that is not normally under water

\_\_\_\_\_ : rain that forms when chemicals in the air combine with water vapor to form acids.

\_\_\_\_\_ : precipitation made of lumps of ice

\_\_\_\_\_ : a rotating, funnel-shaped column of air that is in contact with a rain cloud and the surface of Earth

\_\_\_\_\_ : severe weather which features strong winds, cold temperatures, and heavy, blowing snow

\_\_\_\_\_ : a large rotating storm that forms over tropical waters and produces thunderstorms, high winds, and heavy rains

\_\_\_\_\_ : an extended period of below average precipitation

\_\_\_\_\_ : an opening in Earth's surface through which magma, ash, and gases escape from beneath the surface

\_\_\_\_\_ : an event that creates seismic waves through a sudden release of energy in Earth's crust

\_\_\_\_\_ : a giant wave of ocean water

**ESL  
READING**



Name: \_\_\_\_\_

## An Adverb Can Tell How



Adverbs give us more information about the verb (action) in a sentence. Many, but not all, of the adverbs that tell *how* are easy to find in a sentence because they end in the letters *-ly*.

Example: He jumped *excitedly* at the good news.

Here are some adverbs that tell how something is/was done:

fast      happily      quickly      slowly      rapidly      suddenly  
eagerly      gracefully      carefully      well      easily  
greedily      quietly      neatly      correctly      gently      sadly

Complete each sentence with an adverb that makes sense.

1. The little boy wrote his name \_\_\_\_\_ on his homework page.
2. The proud mother leaned to \_\_\_\_\_ kiss her newborn baby's cheek.
3. The red-headed girl cried \_\_\_\_\_ when her ice cream fell down.
4. We watched as she danced \_\_\_\_\_ on the stage.
5. The librarian said to work \_\_\_\_\_ so we don't disturb others.
6. Stuffing pizza into his mouth \_\_\_\_\_, the teenager emptied his plate.
7. My little cousin didn't feel \_\_\_\_\_ after eating so much candy.
8. Anxious for our turn, we \_\_\_\_\_ waited in line for the roller coaster.
9. The test was so simple they \_\_\_\_\_ finished it before class was over.
10. He was sure he solved it \_\_\_\_\_, but he still checked his calculations.
11. The water in the river rose \_\_\_\_\_ after the storm began.
12. The fire department arrived \_\_\_\_\_ when the neighbor called 911.

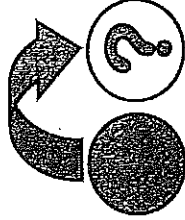
# Inference

9

It was May 10th. Jason shut the door to his bedroom. Then he found the present he had hidden in the back of his closet. He wrapped it carefully in pink paper. "Only three days until Sunday!" he thought.

Who will Jason give his present to?

Why do you think so?



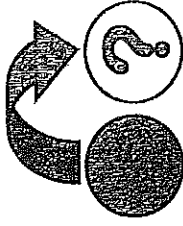
# Inference

10

Cody knew he was in big trouble. He looked glumly at the math test on the desk in front of him. The door opened and Mr. Anders came into the office. "I've called your parents and they are on their way," he said.

Why is Cody in trouble?

What makes you think so?



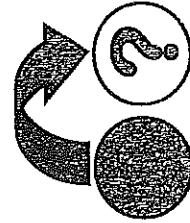
# Inference

11

Mom lit three candles. "There, that's better," she said. Claire turned off her flashlight. The house was quiet except for the sound of the wind blowing through the trees outside.

Why did mom light candles?

What makes you think so?



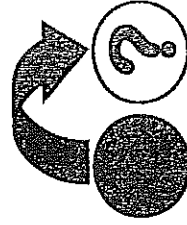
# Inference

12

Sasha handed the book to the librarian. The librarian opened the book and found crayon scribbles on almost every page. "I'm really sorry," said Sasha. "I should have kept the book in my room."

What happened to Sasha's library book?

Why do you think so?



**5-Minute**

**Language Review**



**Week 27**

Name \_\_\_\_\_

# 5-Minute Language Review

Week 27, Monday

Name \_\_\_\_\_



Place a ✓ by the complete sentences.

- \_\_\_ 1. My family likes to plant a garden in the spring when the weather turns warm.
- \_\_\_ 2. Dad growing vegetables, and Mom growing flowers.
- \_\_\_ 3. Helping Mom and Dad every weekend by pulling weeds and watering the plants.

Re-write the sentence and add a prepositional phrase.

Jason finally found his jacket.

Rewrite the sentence correctly.

benjamin wouldnt cross the streat because their were to much traffik

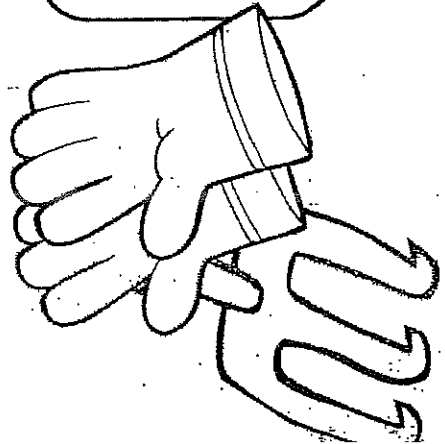
Underline the subordinating conjunctions.

- 1. Although it is hot in the summer, we play outside a lot.
- 2. Because it's raining outside, we played inside.
- 3. Though we were all hungry, we had to wait for dinner.

What change is needed, if any?

You should always treat the flag of the United States careful and with respect:

- A. change *treat* to *treating*
- B. change *careful* to *carefully*
- C. change *respect* to *respectfully*
- D. make no change



Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.

# 5-Minute Language Review

Week 27, Tuesday

Name \_\_\_\_\_



Place a ✓ by the correct sentences.

1. When the weather turns nice and the ground warms up. \_\_\_\_\_
2. After we work the soil to break it into soft little pieces. \_\_\_\_\_
3. While Mom plants the seeds, I sprinkle water around them. \_\_\_\_\_
4. After we plant the seeds, we watch for new little sprouts every day. \_\_\_\_\_

Re-write the sentence and add a prepositional phrase.

We all made hot chocolate.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rewrite the sentence correctly.

should them play soccer, volleyball, or softball tomorrow at Mullins beach

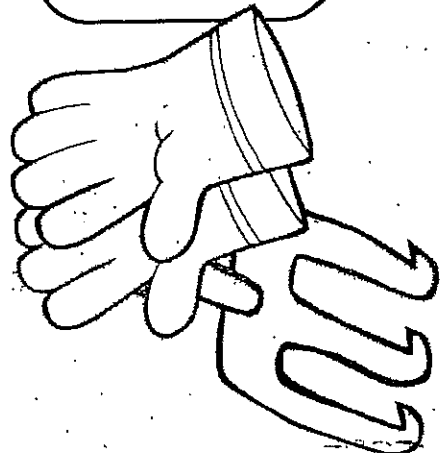
Underline the subordinating conjunctions.

1. Because we all passed our test, we earned extra recess.
2. As I walked down the hallway, I was quiet as a mouse.
3. Wherever you find Tyra, you'll find her twin with her.

What change is needed, if any?

The country of Great Britain is one of several countries that has a red, white, and blue flag.

- A. change *countries* to *country*
- B. change *country* to *Country*
- C. change *great britain* to *Great Britain*
- D. make no change



Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.

# 5-Minute Language Review

Week 27, Wednesday

Name \_\_\_\_\_



Place a ✓ by the correct sentences.

- \_\_\_ 1. While we wait for the seeds to sprout into tiny leaves.
- \_\_\_ 2. While we wait for the seeds to sprout into tiny leaves, we sprinkle water on the soil every day.
- \_\_\_ 3. Playing outside every day during the spring.
- \_\_\_ 4. My brother and I play outside every day during the spring.

Re-write the sentence and add a prepositional phrase.

We love to play baseball.

Rewrite the sentence correctly.

there isn't no way to move this giant rock cuz its to heavy

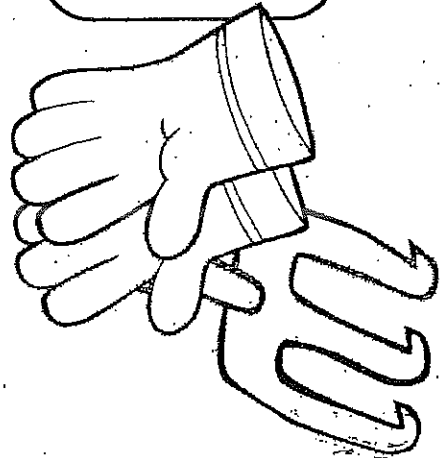
Underline the subordinating conjunctions.

1. Although Scruffy doesn't like to take baths, he likes to swim in the pool.
2. Rather than loose my jacket, I tied it around my waist.
3. Because I wanted to pass my test, I studied for an hour.

What change is needed, if any?

She decided to write her paper quick.

- A. change *write* to *wright*
- B. change the period to a question mark
- C. change *quick* to *quickly*
- D. no change is needed



Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.

# 5-Minute Language Review

Week 27, Thursday

Name \_\_\_\_\_



Place a ✓ by the correct sentences.

- \_\_\_ 1. Like to plant a flower garden or a vegetable garden better?
- \_\_\_ 2. Do you like to plant a flower garden or a vegetable garden better?
- \_\_\_ 3. Running through the grass with my puppy close at my heels.

*Re-write* the sentence and add a prepositional phrase.

Mom made a delicious pizza.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Rewrite* the sentence correctly.

so i says to jenny, hurry the games about to start

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

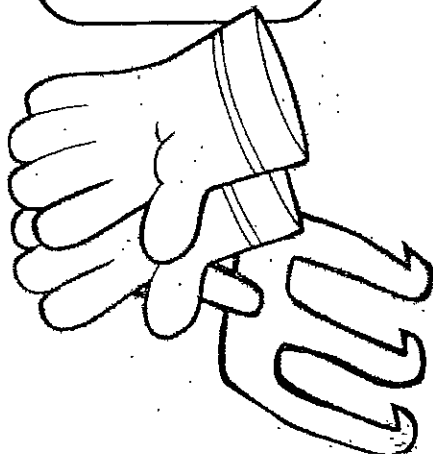
*Underline* the subordinating conjunctions.

- 1. Unless I make my bed every day, I won't get an allowance.
- 2. If I help Dad clean the garage, we can have a party.
- 3. As I was chopping the lettuce, my Mom was cooking spaghetti.

What change is needed, if any?

Last weekend, the crowd dispersed quickly and quiet.

- A. change weekend to Weekend
- B. change quickly to quick
- C. change quiet to quietly
- D. make no change



Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.

# 5-Minute Language Review

Week 27 Quiz

Name \_\_\_\_\_



Place a ✓ by the correct sentences.

- \_\_\_ 1. Dad growing vegetables, and Mom growing flowers.
- \_\_\_ 2. While Mom plants the seeds, I sprinkle water around them.
- \_\_\_ 3. My brother and I play outside every day during the spring.
- \_\_\_ 4. When the weather turns nice and the ground warms up.

*Re-write* the sentence and add a prepositional phrase.

I like to play.

*Rewrite* the sentence correctly.

Benjamin wouldn't cross the street because there were too much traffic

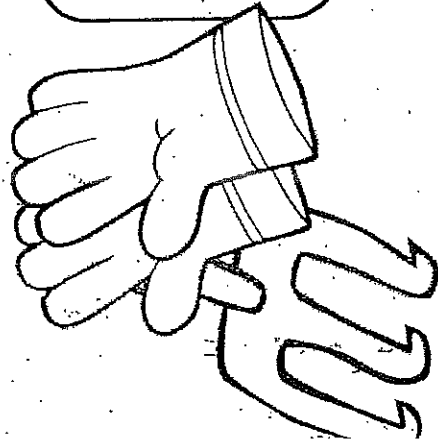
What change is needed, if any?

You should always treat the flag of the United States careful and with respect.

- A. change *careful* to *carefully*
- B. change *treat* to *treating*
- C. change *respect* to *respectfully*
- D. make no change

*Underline* the subordinating conjunctions.

- 1. Because it's raining outside, we played inside.
- 2. Although Scruffy doesn't like to take baths, he likes to swim in the pool.
- 3. As I walked down the hallway, I was quiet as a mouse.



Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.



# ESL SOCIAL STUDIES

**EXERCISE 2***Context Clues* 

**Directions.** Scan the definitions in Column A. Then, think about how the boldface words are used in the sentences in Column B. To complete the exercise, match each definition in Column A with the correct Vocabulary Word from Column B. Write the letter of your choice on the line provided. Finally, write the Vocabulary Word on the line before the definition.

**COLUMN A**

\_\_\_\_\_ 11. word: \_\_\_\_\_

*v.* to move down; to stoop; to make a sudden attack or visit; to come down, as from an ancestor

\_\_\_\_\_ 12. word: \_\_\_\_\_

*n.* a threat; anything threatening evil or harm; *v.* to threaten

\_\_\_\_\_ 13. word: \_\_\_\_\_

*adj.* sufficient; equal to what is required

\_\_\_\_\_ 14. word: \_\_\_\_\_

*v.* to improve; to make greater; to decorate; to add to

\_\_\_\_\_ 15. word: \_\_\_\_\_

*adj.* not capable of being changed; unyielding; obstinate

\_\_\_\_\_ 16. word: \_\_\_\_\_

*adj.* shared equally between two or more people; possessed or held in common

\_\_\_\_\_ 17. word: \_\_\_\_\_

*v.* to receive (property, title, or the like) by law or will; to get (characteristics, qualities) from an ancestor

\_\_\_\_\_ 18. word: \_\_\_\_\_

*adj.* having knots; misshapen; twisted

\_\_\_\_\_ 19. word: \_\_\_\_\_

*adj.* offering an advantage or benefit; profitable; favorable

\_\_\_\_\_ 20. word: \_\_\_\_\_

*v.* to urge into action; to stir up or arouse

**COLUMN B**

- (A) When my brother graduated and moved out, his leaving home turned out to be **advantageous** to me in many ways. The biggest benefit was that I got his room.
- (B) I also **inherited** all of the stuff he left behind. For instance, I got a whole pile of his books and a radio.
- (C) One book was called *Coyote Stories*, and I started reading it. Coyote reminded me of the cartoon coyote who always seems to end up tangled into a **gnarled** mass.
- (D) The coyote in these stories liked to **incite** trouble by stirring things up. Everything would be going along fine, and then he would start trouble.
- (E) He loved to **menace** others with his trickery. He thoroughly enjoyed tormenting those around him.
- (F) The one **inflexible** rule of his life was "Look out for number one." No matter what the situation, this rule never changed for Coyote.
- (G) Coyote's desire to better himself once resulted in the loss of his skin. To get a new skin, he had to **descend** deep into a badger's hole.
- (H) Even **adequate**, or sufficient, food was not enough for Coyote. He wanted his share and everyone else's, too.
- (I) The simple truth would never do for him. He liked to **enhance** it, to add to it so much that it became a lie.
- (J) We share a **mutual** interest with the trickster. He is interested in us as potential victims, and we are interested in him as a potential danger.

**EXERCISE 3***Like Meanings and Opposite Meanings* 

**Directions.** For each item below, circle the letter of the choice that means the same, or about the same, as the boldface word.

**21. mutual decision**

- (A) risky
- (B) difficult
- (C) shared
- (D) quick

**24. inherit horses**

- (A) earn
- (B) lose in a storm
- (C) receive from an ancestor
- (D) win in a contest

**22. a menace to everyone**

- (A) blessing
- (B) threat
- (C) surprise
- (D) curiosity

**25. a gnarled tree**

- (A) knotty
- (B) ancient
- (C) young
- (D) lifeless

**23. enhance the scene**

- (A) ruin
- (B) photograph
- (C) create
- (D) add to

**Directions.** For each item below, circle the letter of the choice that means the opposite, or about the opposite, of the boldface word.

**26. an advantageous offer**

- (A) surprising
- (B) unprofitable
- (C) foolish
- (D) questionable

**29. incite the crowd**

- (A) address
- (B) calm
- (C) delight
- (D) gather

**27. adequate supplies**

- (A) emergency
- (B) insufficient
- (C) additional
- (D) enough

**30. an inflexible attitude**

- (A) straightforward
- (B) negative
- (C) changeable
- (D) good

**28. descend a stairway**

- (A) build
- (B) tear down
- (C) remodel
- (D) go up

## Vocabulary Builder



### The Mexican National Era

#### A. Content Vocabulary

**Directions:** From the box below, select a vocabulary term that best completes each statement. Write the term(s) in the space provided. Not all terms will be used.

Anglo American	pioneers	dowry
survey	depression	department
militias	empresario	

1. People of European heritage living in the United States are called \_\_\_\_\_.
2. Jack is going to \_\_\_\_\_ his land in order to confirm the boundaries of his property.
3. Years of hardship followed the war as a \_\_\_\_\_ swept across the country.
4. The first people to settle an area are known as \_\_\_\_\_.
5. In the absence of a professional army, \_\_\_\_\_ were formed in the first colonies.

**Directions:** Choose the term that answers the question.

6. Which of these terms is associated with a land agent who brings settlers to an area? [Federalist, Centralist, empresario]
7. Which of these terms is associated with goods the bride's family gives her groom upon marriage? [empresario, dowry, department]
8. Which of these terms is associated with a person who wants his or her state to have its own rights? [Anglo American, Federalist, empresario]



## Resumen del capítulo 21

### La Primera Guerra Mundial y la década de 1920

La Revolución de Texas preocupó a muchos tejanos. Al otro lado del río Grande, Pancho Villa dirigió un ejército de varios miles de mexicanos. En una oportunidad ese ejército cruzó hacia New Mexico. El presidente Woodrow Wilson envió tropas americanas desde San Antonio hasta México para perseguir a Pancho Villa. Mientras tanto, el gobierno alemán intentó ganar el apoyo de México para la causa llamada Primera Guerra Mundial. Alemania prometió a México recuperar los territorios de Texas, Arizona y New Mexico. Poco después, el Congreso declaró la guerra a Alemania.

Con sus espacios abiertos y sus buenas líneas férreas, Texas se convirtió en un importante campo de adiestramiento militar. En Stinson Field en San Antonio, Marjorie y Katherine Stinson dictaban entrenamiento de vuelo a los pilotos militares. La guerra llevó a los tejanos a sitios muy distintos de los que habían dejado atrás. En Europa, los soldados afroamericanos enfrentaron menos discriminación que en casa. La guerra impulsó la economía de Texas. Después de la guerra disminuyeron los precios. Muchos granjeros quedaron endeudados.

En la década de 1920, apareció en Texas una organización secreta llamada Ku Klux Klan. Los miembros del Ku Klux Klan amenazaban a afroamericanos, judíos y católicos. Esta organización hasta llegó a controlar algunos gobiernos locales. A pesar del Klan, Texas seguía progresando. Las mujeres como la gobernadora de Texas, Miriam "Ma" Ferguson, lograron ocupar posiciones políticas. A medida que los automóviles desplazaban al caballo y la carreta, el estado construía nuevas vías. Cada vez más tejanos se mudaban a las ciudades. Muchos de ellos disponían de mayor tiempo para las actividades de recreación. Las primeras estaciones de radio en Texas comenzaron a transmitir música y otros programas. El fútbol americano se convirtió en parte importante de la vida colegial y universitaria.

**INSTRUCCIONES:** Responde las siguientes preguntas.

1. ¿Qué le prometió Alemania a México?

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2. ¿Por qué Texas constituía un territorio excelente para entrenar a los soldados para la Primera Guerra Mundial?

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3. ¿Qué progresos alcanzó Texas después de la guerra?

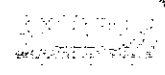
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# ELECTIVES

# Los artículos



Completa el recuadro con los artículos que faltan.

	Masculino		Femenino	
	Singular	Plural	Singular	Plural
Definidos	el	los	la	las
Indefinidos	un	unos	una	unas

Marca con una X los rectángulos donde hay artículos definidos.

el	yo	pera	las
tú	padre	la	uña
nosotras	los	blanco	niño

Marca con una X los rectángulos donde hay artículos indefinidos.

niña	anillo	los	una
ella	un	usted	prueba
unos	yo	unas	gato

# Los artículos

Completa los espacios con los artículos que corresponden.

## Definidos

## Indefinidos

Singular

Plural

Singular

Plural

- |   |              |               |              |               |
|---|--------------|---------------|--------------|---------------|
| ① | _____ perro  | _____ perros  | _____ perro  | _____ perros  |
| ② | _____ silla  | _____ sillas  | _____ silla  | _____ sillas  |
| ③ | _____ niño   | _____ niños   | _____ niño   | _____ niños   |
| ④ | _____ mesa   | _____ mesas   | _____ mesa   | _____ mesas   |
| ⑤ | _____ vaso   | _____ vasos   | _____ vaso   | _____ vasos   |
| ⑥ | _____ casa   | _____ casas   | _____ casa   | _____ casas   |
| ⑦ | _____ anillo | _____ anillos | _____ anillo | _____ anillos |
| ⑧ | _____ niña   | _____ niñas   | _____ niña   | _____ niñas   |
| ⑨ | _____ libro  | _____ libros  | _____ libro  | _____ libros  |
| ⑩ | _____ boca   | _____ bocas   | _____ boca   | _____ bocas   |
| ⑪ | _____ uña    | _____ ungas   | _____ uña    | _____ uñas    |
| ⑫ | _____ plato  | _____ platos  | _____ plato  | _____ platos  |

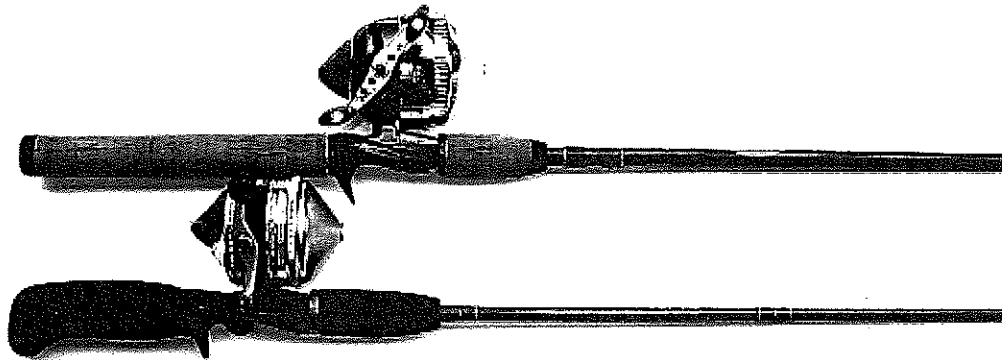


# Outdoor Adventure 4-13-20

Last week we looked at fish species. We also learned a little about how to identify species and some of the environments they live in and what they eat. This week we will focus on how to catch some of those species and the gear you can use to do that. Just like you need cleats to play soccer or a reed to play the flute, the tools you use when fishing can make a difference in the amount of success you have. Let's look at some of those tools now.

<http://learninghowtofish.com/fishing-equipment/fishing-rods-reels/>

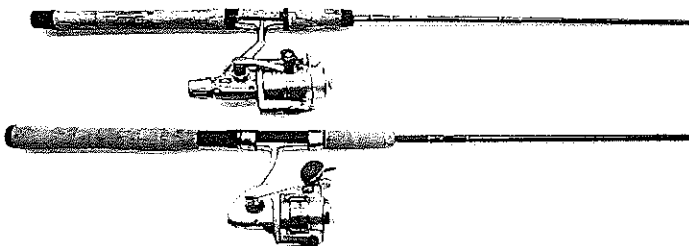
## Spincasting



This is the preferred set-up for the inexperienced angler. Spincasting outfits are excellent in teaching the beginning angler and children the mechanics of casting. The spin cast reel is mounted above the rod with the reel **spool** enclosed with a nose cone cover, this prevents line snarling and backlash's are associated with bait casting reels.

Casting is a simple task, the angler presses and holds down a button on the rear of the reel, this disengages the line pick-up pin, upon the forward cast the line comes off the spool. Once the crank handle is turned the pick-up pin is engaged retrieving the line on the spool. Spincast reels have low gear ratios as a result of the size of the spool, which makes it difficult to fish lures that require a fast retrieve such as: spinner baits and buzz baits. For rods buy fiberglass their durability will hold up from breaking.

## Spinning Reel

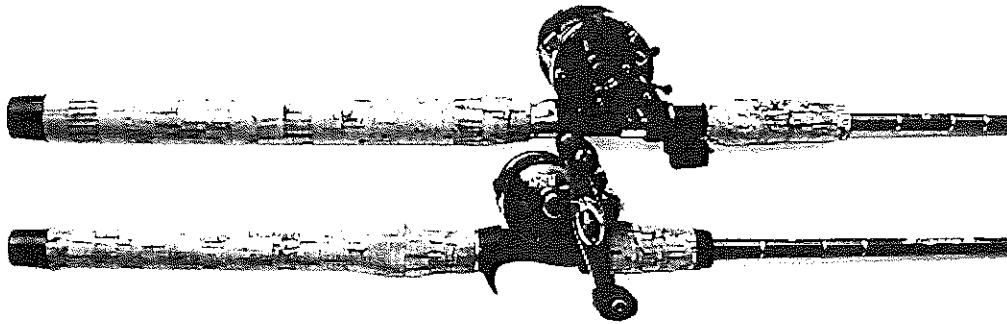


In casting a spinning reel the angler opens the **bail**, grasping the line with the forefinger, then using a backward snap of the rod followed by a forward cast, the line is drawn off the fixed non rotating spool and not against a rotating spool such as a bait

casting reel. Because of this lighter lures can be used where the weight of the lure does not have to pull against a rotating spool.

Spinning rods have large fishing line guides to minimize line friction upon casting. Spinning outfits operate best using fairly light weight limp flexible **monofilament** fishing lines and are used for bluegills, crappies, perch and walleyes.

## Baitcasting



Baitcasting outfits are excellent for many kinds of fishing, and come in a wide variety of options and types: Round and Low Profile, High and Low Retrieve Speed along with anti-reverse handles and line drags designed to slow runs by large and powerful gamefish. Baitcasting outfits are considered the standard when using heavier lures fishing bass, pike and muskie.

All bait casting reels are mounted above the rod, when casting the angler moves the rod backward then snapping it forward, the line is pulled off the reel by the weight of the lure. In the early years of bait casting reels the angler used their thumb to control the amount of line travel as well as to prevent the spool overrun or backlash.

Today all quality bait casting reels have a spool tension feature for adjusting the centrifugal brake, and or a magnetic 'cast control' to reduce spool overrun during a cast and resultant line snare called a birds nest.

Define these Terms

Rod-

Reel-

Spool-

Drag-

Bonus: List three different types of lines-

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](mailto:jmiles@mpisd.net) at any time and I will get back with you ASAP.

Watch the video from PianoTV on youtube. Specifically the one on Modern Music and Impressionism. Jot down some thoughts.

<https://www.youtube.com/watch?v=bfmbA7fPRsw> (Modernism)

<https://www.youtube.com/watch?v=lof6AHvXCPw> (Impressionism)

What do you know about the United States in regards to Music History? Compile a list of resources to discover about our country in relation to music.

Week 3 Health Activity (4/14-4/17)

Resting Heart Rate and Effects of Workouts

Directions: Record your heart rate after each activity for one minute, you can use your phone as a timer. For your reflection at the end, explain which workout is best for your heart in your opinion and why.

Resting Heart Rate-

Heart rate after 1 minute of pushups-

Heart rate after 1 minute of sit-ups-

Heart rate after jogging for 5 minutes-

Heart rate after sprinting for 1 minute-

Reflection: Which exercise is best for strengthening your heart and why?

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Coach Grubbs Contact Info

Phone: (903) 563-5892 (Cell)

E-Mail: [cgrubbs@mpisd.net](mailto:cgrubbs@mpisd.net)

If you have any questions regarding an assignment of mine (or need help with another assignment) please feel free to call, text, or e-mail me with questions. I know that this whole situation is new, and I want to be here to help y'all. I will make sure that I am replying/answering calls between 8 AM and 5PM every weekday. (If you are working on a computer, save this document and e-mail it to me when you finish. I will have a google classroom set up next week.)

# ACCOMMODATIONS FOR SPACE EXPLORATIONS

## Reflect

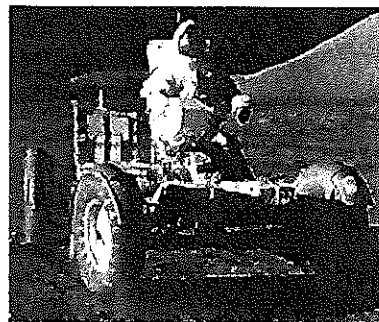
Human beings are adapted to conditions found on Earth. The conditions in space and on the Moon are very different from those on Earth. For example, in space there is no air to breathe or gravity to keep an astronaut from floating away. Can you think of other ways in which conditions in space and on the Moon differ from those on Earth? How do you think these conditions threaten the health and lives of astronauts?

### **To survive in space, humans must account for several environmental factors.**

The human exploration of space began in the 1960s. Astronauts from all over the world have been traveling into space ever since. Some have traveled as far as Earth's moon, walking and riding over its surface. Others have lived for months at a time aboard the International Space Station, which floats in orbit about 200 miles above the planet's surface. However, no matter how they make the journey, astronauts always are exposed to a hostile and potentially deadly environment.

Temperatures in space plummet far below  $0^{\circ}\text{C}$ ; the freezing point of water. At the bottom of some craters on the Moon, temperatures have been measured at less than  $-238^{\circ}\text{C}$  ( $-397^{\circ}\text{F}$ ). Oxygen, which sustains life on Earth, is absent in space and on the Moon. Harmful radiation from the Sun and other parts of the galaxy shoots through space. This radiation has so much energy that it can destroy living tissue that is not protected by special suits. Without gravity to support them, human bones and muscles can become extremely weak.

Yet, astronauts have survived being exposed to this environment, and they have returned to Earth in good shape. How is this possible? Engineers have designed life support systems for astronauts. These include space suits, space capsules, space vehicles, and space habitats that protect humans against the harmful effects of the space environment.



Life support systems have allowed astronauts to work outside the International Space Station (left) and to ride on the Moon's surface (right) without being harmed.

# ACCOMMODATIONS FOR SPACE EXPLORATIONS

Astronauts in space vehicles or aboard the International Space Station float weightlessly. Their muscles and bones no longer have to work against the force of gravity. If astronauts do nothing but float, they will lose bone and muscle tissue. They will lose fluids and red cells from their blood, and less oxygen will move through their bodies.

Fortunately, scientists have found ways to keep astronauts healthy in microgravity environments. Astronauts aboard the space station spend several hours a day exercising using stationary bicycles, treadmills, and a piece of equipment called a Resistance Exercise Device (RED). The RED is like a weight-lifting machine equipped with rubber cords. Astronauts use their hands, arms, legs, feet, and other body parts to pull the cords. Straps and harnesses keep the astronauts from floating away as they exercise!

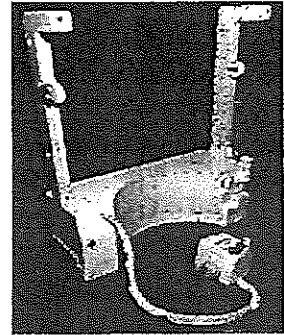
## What Do You Think?

How do you think astronauts move around their spacecrafts in a microgravity environment? How do you think they sleep without floating out of bed? What are some other challenges of living without gravity that the astronauts deal with?

### Getting Technical: SAFER

When astronauts move or work outside a space vehicle, they use strong cords to attach themselves to the vehicle. If this cord were to break or come loose, the astronaut would be in danger of floating away. As an additional safeguard, space scientists and engineers designed a kind of life preserver called SAFER. SAFER stands for Simplified Aid for EVA Rescue. (Remember, EVA refers to activity outside of a space vehicle.)

You might think of SAFER as a life preserver that is worn like a backpack. SAFER is equipped with containers of compressed nitrogen gas. An astronaut floating away from a space vehicle releases jets of nitrogen from ports located around the backpack. This thrusts the astronaut in the direction opposite to where the gas is flowing. Astronauts use a kind of joystick to control which ports release nitrogen. This allows astronauts to maneuver themselves safely back to their vehicle.



The SAFER backpack allows astronauts to control the direction in which they float.

### What do you know?

Astronauts in space require life support systems they don't need on Earth. These systems are necessary because conditions in space are very different from conditions on Earth.

## Dance I and Dance II (ADT)-

### Weeks of April 13<sup>th</sup>- May 4<sup>th</sup>

Hey guys!!! I hope everyone is doing well and STAYING HOME!!! Make sure you are stretching Every day and practicing your skills. I have set up a Remind in order for us to keep in contact- [www.remind.com/join/mpjhd](http://www.remind.com/join/mpjhd) I can't wait to hear from you all. Feel free to send me videos of you dancing. LOVE AND MISS YOU!!!

COACH D ☺\_ericadance13@hotmail.com

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.

**From Ms. H:** If you would like to have a zoom lesson with me, please contact me and let me know. Also, if you want to send me a video of what you are working on do it!! I look forward to hearing from you!! You can even send me a TIKTOK. My contact info is: [aliciaghargett@gmail.com](mailto:aliciaghargett@gmail.com) Feel free to message or contact me on remind as well.

## **Honors Band/Symphonic Band April 13th- May 4TH**

### **(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 (send me your videos)**

- Play some music games
- Watch some fun music videos
- Learn any song your choice
- [http://www.musicteacher.com/music\\_quizzes/music\\_quizzes.htm](http://www.musicteacher.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.**



## Business Marketing Lesson

Week 3 (Monday April 6<sup>th</sup> to Friday April 10<sup>th</sup>)

I've picked out some questions from our Personal Financial Literacy module worksheets. Do your best on answering them.

1. What does it mean to have a career?
2. Would you like your employer to put your paycheck directly into your account or give you a hard copy of your check & you take it to your bank of choice & deposit it yourself? Tell me why you picked your choice of payment?
3. What is the difference between a debit card & a credit card?
4. List some different ways to make money other than your current job?
5. Explain what a budget is and list some ways it can help you?

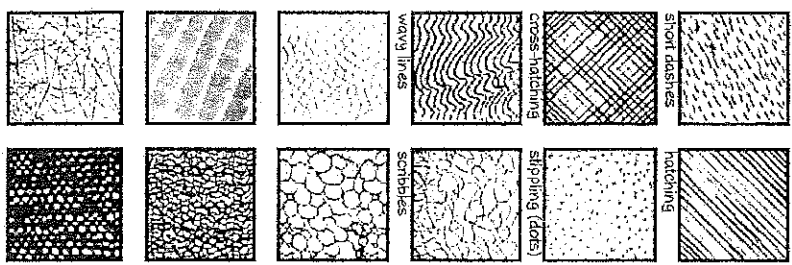
# Student Art Guide

HELPING ART STUDENTS EXCEL

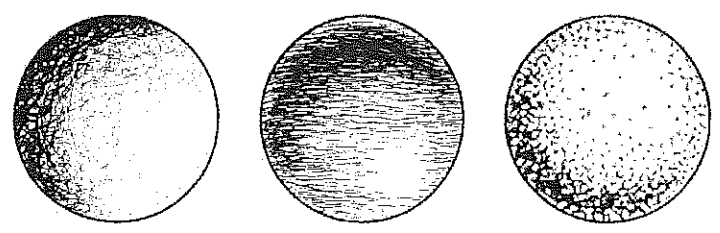
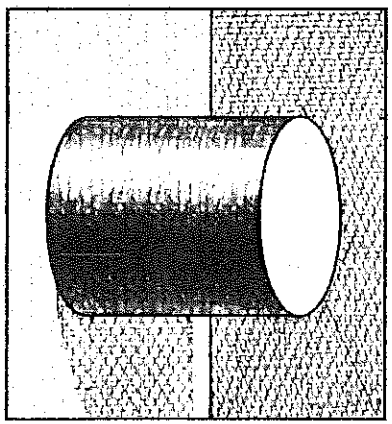
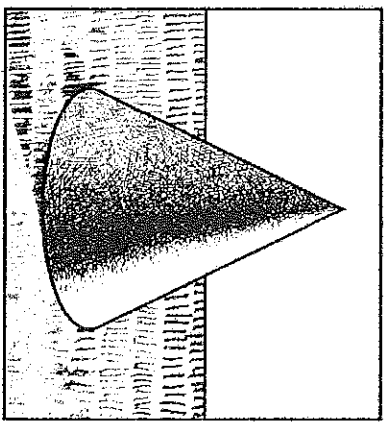
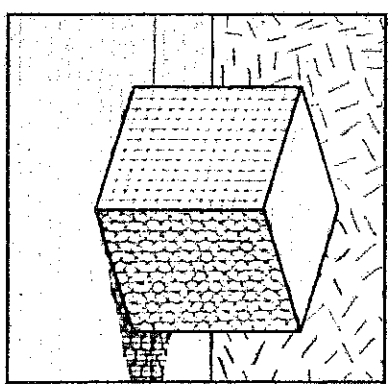
This worksheet is part of *Line Drawing: A Guide for Art Students*

## Line Drawing Techniques

www.studentartguide.com



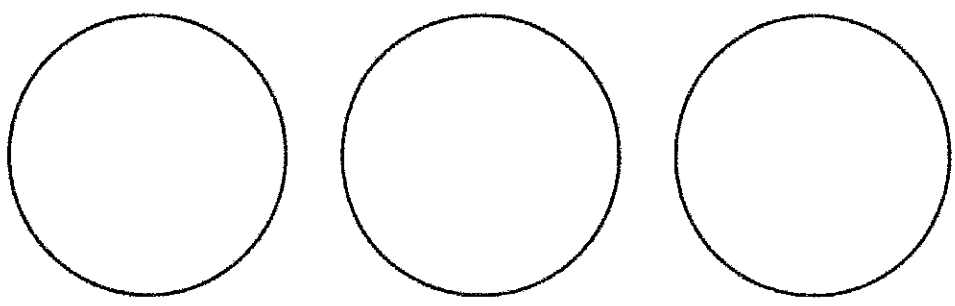
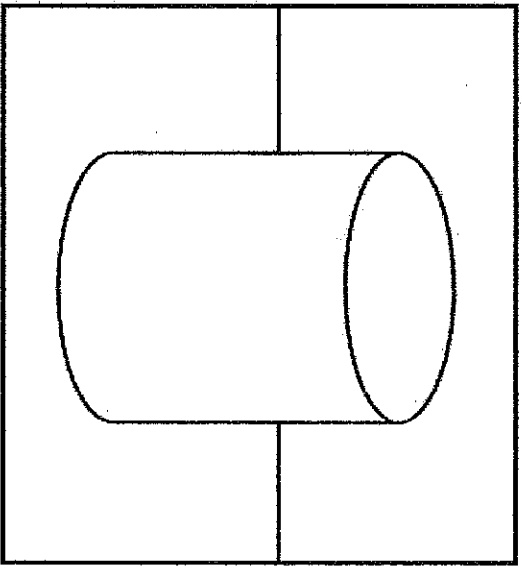
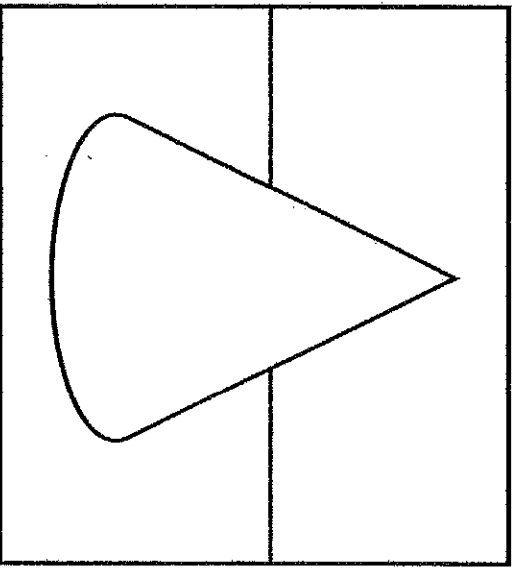
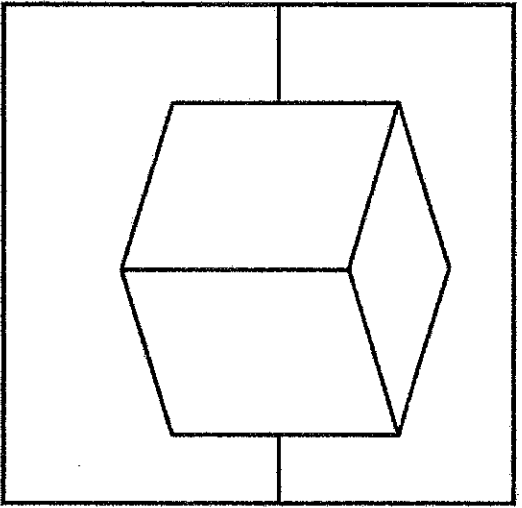
1. Use a different line technique to fill each of the 12 small boxes. Invent your own techniques to fill the last 6 boxes.
2. Use these techniques to apply tone to the geometric objects drawn to the right. Select your own light source.
3. Connect the dots below with three straight lines: one very light, one mid-tone, and one very dark.



# Line Drawing Techniques

parallel lines	cross-hatching	diagonal hatching
vertical lines	scribbles	stippling (dots)
horizontal lines		

1. Use a different line technique to fill each of the 12 small boxes. Invent your own techniques to fill the last 6 boxes.
2. Use these techniques to apply tone to the geometric objects drawn to the right. Select your own light source.
3. Connect the dots below with three straight lines: one very light, one mid-tone, and one very dark.

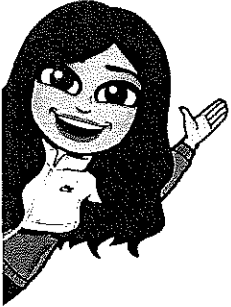


Mrs.Lugo week 3

<https://www.studentartguide.com/articles/line-drawings>



Hello!

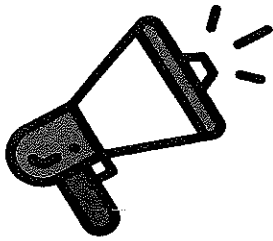


This Monday I will post Google Classroom announcements, athletic activities, and video call times if you want to check in (once I figure out zoom). Everything can be found in Google Classroom.

Daily Starters are optional but I will check them daily if you have anything to share with me. 🤗

~Coach Buhler

## Week of April 13-17



### ANNOUNCEMENTS

- Happy Birthday:
  - Jordan West April 19th!

### What are we learning this week?

#### 🎯 Learning Targets:

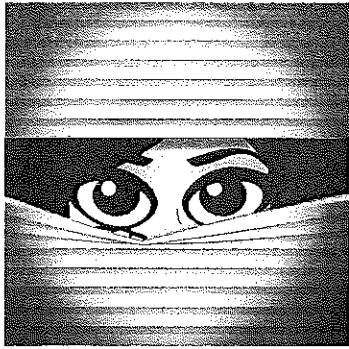
- **STUDENT-ATHLETE WILL BECOME A LIFE-LONG LEARNER**
  - I will acquire the skills for academic excellence
  - I will acquire time-management skills
  - I will acquire the ability to communicate effectively

- Navigate online learning using Google Classroom.
- Check in daily. [HERE!](#)
- Start a Covid-19 Journal via google docs. [HERE!](#)
- Utilize FlipGrid for discussions, mini lessons, group activities, etc. [HERE!](#)  
→ Directions are in Google Classroom



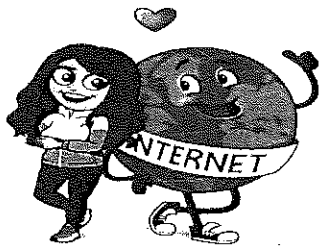
#### DAILY STARTERS *(posted in Google Classroom)*

- **Tuesday/Wednesday:** What are the physical things I do really well in my sport?
- **Thursday/Friday:** What are the mental things I do really well in my sport?



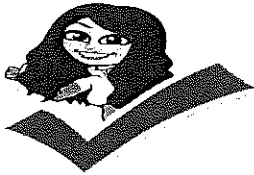
### History Has Its Eyes on You!

- Do not throw away your shot! The Covid-19 virus has had a ripple effect on a global level.
- You are a part of living history! Let's document it! Keep a journal over the next 5+ weeks. This can be handwritten, typed, in photographs, videos, or drawings. Record events, day to day activities, fears and feelings.
- Interview your parents, siblings, & friends. When this is all over **SAVE IT!** You are literally creating a **Primary** source of your own history.



### TIGERS STAY CONNECTED

- [Click Here](#) for the Flipgrid Grid.
- Record 3 Workouts of the Day in your FlipGrid.



### Reminders:

- Drop off any school issued Lady Tiger Athletics clothing on Mondays from 11am-1pm!

## Is it Gym Time? Let's Workout!

### Daily Workouts! Complete 3 Sets of Each

#### Monday:

- 15 Burpees
- 15 Body Squat
- 15 Split Jumps
- 15 Calf Raises
- 30 Bicycles

#### Tuesday:

- 15 Push-up
- 15 Inverted Row
- 15 Chin Ups
- 30 sec Side Planks
- 30 sec Push Up Planks

#### Wednesday:

- Speed Work
- 1 Mile Run

#### Thursday:

- 15 Box Jumps
- 15 Sumo Squats
- 15 Tuck Jumps
- 15 Lateral Lunges
- 30 Flutter Kicks
- 30 Toe Touches

#### Friday:

- 15 Inchworm Push-ups
- 15 Pull-ups
- 15 Plate Hand Step Ups
- 15 Dips
- 30 sec Plank to Push-up Hold
- 30 Lying Heel Touch Side Crunch

