

Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Campus \_\_\_\_\_

# 8<sup>th</sup> GRADE

*Week Four*

*April 20-24*

Mount Pleasant ISD



**English**

**Week 4: April 20-April 24, 2020****Directions: Read the following selection and answer the questions.****“The Broom Dog”****By Jason Reynolds**

A school bus is many things. A school bus is a substitute for a limousine. A school bus is the students' version of a teachers' lounge. A school bus is the principal's desk. A school bus is the nurse's cot. A school bus is an office with all the phones ringing.



A school bus is a safe zone. A school bus is a war zone. A school bus is a concert hall. A school bus is a food court. A school bus is a court of law, all judges, all jury. A school bus is a magic show full of disappearing acts. A school bus is a bumblebee, buzzing around with a bunch of stingers on the inside of it.

A school bus is a book of stamps. Passing mail through windows. Notes in the form of candy wrappers telling the street something sweet came by. Notes in the form of fingers pointing at the world zooming by.

A school bus is a ketchup packet with a tiny hole in it. Left on a seat. A paper tube around a straw. That straw will puncture the lid on things, make the world drink something with some fizz and fight. Something delightful and uncomfortable. Something that will stain. And cause gas.

A school bus is a talent show. A school bus is a microphone. A beat machine. A recording booth. A school bus is a horn section. A rhythm section. An orchestra pit.

A school bus is a basketball court. A football stadium. A soccer field. A school bus is a movie set. Actors, directors, producers, script. Scenes. Settings. Motivations. Action! Cut. *Your fake tears look real. These are real tears. But I thought we were making a comedy.* A school bus is a misunderstanding.

To Canton, a school bus is also a cannonball. A thing that almost destroyed him. Almost made him motherless.



Canton's mother is the crossing guard at Latimer Middle School and has been the crossing guard there since before he was born. He grew up running around the house wearing her neon vest, blowing her whistle. He learned to say “stop” before he learned to say “potty.” Hand up to halt. Then hand out for the wave-through.

To Canton, crossing guards, especially his mother, seemed to have special powers. They were able to stop moving things. Able to slow traffic. Able to make a safe way for people to cross from one side to another. Their vests were capes, and their whistles blew some kind of magic tone that forced drivers to hit brakes.

That's what Canton always thought, until a year ago when a little blue ball went bouncing off the sidewalk into the street and a boy named Kenzi Thompson went running after it. Canton's mom had turned her back just for

a moment, a split second, and by the time she realized what was happening, Kenzi was charging across the crosswalk, a school bus headed right toward him.

There wasn't enough time to blow the whistle, so Canton's mother, Ms. Post, went chasing after Kenzi, who, once he realized the bus was coming, froze in the middle of Portal Avenue. The bus hit the brakes. The scream of metal and smoke kicking up from the burning rubber filled the air as Ms. Post threw her entire body into Kenzi, knocking him forward, the bus turning just enough to avoid hitting Kenzi but not enough to avoid slightly bumping her.

But a slight bump from a bus ain't so slight. But a broken shoulder and bruised hip is much better than a burial. But the whole thing was devastating to Canton.

Canton always waited for his mother after school, killing time by helping Mr. Munch, the custodian, do custodial things. Actually, mostly Canton just sat around listening to Mr. Munch complain about things like the bathrooms. But on the day Canton's mother was hit by a bus, the conversation about why kids throw pennies on the floor like pennies don't spend was cut short by Jasmine Jordan and Terrence Jumper, who came running back into the school screaming about it.

"Ms. Post got hit by a school bus!" A sentence Canton never expected to hear. And hearing it was like hearing the world's longest whistle blow, shrill, shredding his eardrums. His skin was crawling, felt like it was changing color, from brown to yellow. School bus yellow. By the time Canton and Mr. Munch got outside, sirens were already blaring down Portal Avenue.



Ms. Post was back to work in a week. Whistle in mouth, vest strapped on, altered only by the sling holding her shoulder in place. She went back to normal. She had to. Said it was just part of the job.

But not Canton. He didn't go back to normal.

The afternoon his mother returned to the corner to guide students across the street, Mr. Munch found Canton in the bathroom after school, sitting on the nasty tile floor in the corner, his head pressed against his knees.

"Canton, what you doing in here?" Mr. Munch asked. When Canton lifted his head up, Mr. Munch could see he'd been crying. He could also see that Canton's chest was pumping, heaving like it was hard for him to breathe. Like it would break open. Mr. Munch got down on the floor with him. Squatted beside him and talked him through some-breathing exercises.

"Come on, Canton. Count to 10 with me. One, two, three . . ." And then, "Now let's go back to one. Ten, nine, eight . . ." Eventually Canton could breathe. Could talk. Could stand. Mr. Munch walked him outside. When they made it to the corner, where Ms. Post was working, Canton wrapped his arms around his mother and squeezed. Held her so tight she winced, her shoulder still a sack of broken bone.

"Okay. I'm okay. You're okay. We're okay," she chanted in his ear, trying to figure out how to get him to let go so she could do her job, but not wanting to let go because he was also her job.

Mr. Munch patted Canton on his shoulder, but realizing there was no way this boy would let go of his mother, Mr. Munch decided he would step into the street, stick his fingers in his mouth and whistle. He put his hand up and yelled at the cars, "I'm tellin' y'all right now, you hit me and I'm hitting you back!" Once the traffic stopped, he yelled for all the waiting students to "get on 'cross the street." Then he turned back toward the stopped cars and puffed his chest, almost bucking, daring them to move.



The next day, Mr. Munch met Canton outside his last class of the day, Mr. Davanzo's social studies class.

"How you feeling?"

"I'm okay."

"Still got the jitters?"

Canton nodded, just slightly, trying to hide his embarrassment.

"Wanna take a walk with me? I wanna give you something."

Canton and Mr. Munch sauntered the halls of the school, pushing dust, and hair that looked like dust, and coins and candy wrappers and a random sock and drawstrings and loose braids and who knows what else, as the other students bustled around, eventually funneling through the doors into the outside world.

"When my daughter, Winnie, went off to college, my wife got so nervous that she'd call Winnie multiple times a day. And whenever Winnie wouldn't answer, Zena would just . . . lose it," Mr. Munch started.

"Zena's your wife?"

"Yeah." Mr. Munch grinned.

"Best person I ever known. But she's been through a lot. Seen a lot of the world when she was young, and it made her terrified for our daughter. Made her anxious about every step Winnie took away from us. What if something happens to her? What if she needs us? What if she's in danger? Zena would go on and on with these questions, up all night, sick with fear all day."

"And what you say?"

"Nothing. But what I *did* was buy her a dog."

"A dog?"

"Yep."

They stopped at the custodian closet. The old man pushed the pile of middle school debris into the corner, then pulled out a million keys, flipping through them like pages of a book.

“Not because she needed something else to care for—no dog can take the place of our baby girl—but I read this thing about **emotional** support animals.”

“What’s that?”

“Basically it’s like having a dog to make you feel better.”

Finally, he picked the right key and opened the closet door. “I mean, what’s better than a dog, right?”

They went into the closet, which was big enough to be an office. Pictures on the wall of Mr. Munch’s wife and daughter. And the dog. A small, curly-haired thing with an underbite so ugly it was cute. At least Canton thought so.

But besides its cuteness, Canton kept thinking about all the things *better* than dogs. Like ice cream. And skateboards. And maybe a-girlfriend one day. Or even a girl that’s a friend. And a good joke. Oh, and video games. Then, after all that . . . dogs were cool.

“Mr. Munch, why you telling me this?” Canton asked. He was thinking maybe Mr. Munch was trying to be *his* emotional support dog, except not a dog.

His emotional support human, and all this was just a way to keep his mind off his mother and the fear of a school bus swiping her again.

“Why am I telling you this?” He repeated Canton’s question. “Because I made you one.”

“You . . . you made me a *dog*?”

“Well. . .

. I couldn’t just buy you a dog. Your mom might not be okay with that. But I thought maybe this could help.” Mr. Munch reached into a locker and pulled out the head of a broom—the sweeping part—which he’d detached from the broomstick. The straw was curled and mangled as if Mr. Munch had been cleaning the sidewalk for, like, 20 years with it. He had drawn big black circles on one side like eyes. And an oval with a tic-tac-toe board in the middle of it, which Canton assumed was the mouth. At the top, two pieces of cloth, cut into ears and glued in place.

“It’s . . . a broom.”

“I cleaned it. Promise. And yeah, it’s a broom, until you do this.” He petted the wiry twine as if it were fur, as if he were scratching behind the ear of a Yorkie in need of grooming.

“Why is the mouth like that? Is the . . . broom . . . dog angry?”

“No.” Mr. Munch turned the broom head toward him, shrugged. “He’s smiling.”

“Oh.” Canton squished up his befuddled face. “So, you really think this gonna help me?”

“Can’t hurt to try?” A slick smirk crept onto Mr. Munch’s face.

“I mean, the worst that could happen is you decide to clean up the street. So either way . . . everybody wins.”

The next day, after school, Canton, with the broom dog tucked under his arm, slowly walked up to the corner to watch his mother, to guard the crossing guard. He leaned against the stop sign at the corner. And whenever Ms. Post had to step into the street, blow her whistle, raise her hand to stop traffic, whenever Canton’s chest would become an inflated balloon, he would run his fingers through the broom dog’s hair. Eventually, he named it Dusty. It’s strange, the things that work.



It’s been a year since Mr. Munch gave Canton the broom dog. A year since the first panic attack, a year and a week since the accident, and things have gotten better.

The bell rings, and everyone gets up to leave Mr. Davanzo’s class. Simeon stands at the door, giving everyone high fives like he always does. “Up high,” he says to Canton as he approaches. Canton slaps his hand.

“Don’t forget tonight’s homework. Write about place. About people. Human environmental interaction!” Mr. Davanzo shouted over the end-of-day clamor.

Canton stops at his locker, reaches in to grab Dusty, then heads for the door. He passes Ms. Wockley in the hallway scolding Simeon and Kenzi, the blue ball in his hand. Outside he walks past Candace Greene, who he never had the courage to talk to because she was always with her friends, Stinky Greg and Cool Remy. He passed Mr. Johnson moving the carpool line along. Had to get to the corner before the first cross. That was his thing. For a year and a week. And when Canton finally made it up to the crosswalk at Portal Avenue, there was his mother, Ms. Post, strapping on her vest and pulling the whistle attached to a black lanyard over her head like it was some kind of **prestigious** medal.

“There’s my sweet boy,” she said, greeting him, arm winged. They hugged. “How was school?”

“It was okay.”

“Homework?”

“Mr. Davanzo wants us to record human environmental interaction.”

“Which is . . . ?”

“Which is what I’m gonna work on.” Canton made a funny face at his mom, and she made one back.

“I’m not exactly sure what that means, but I feel like I’m probably an expert at it.”

Canton chuckled. “I’ll let you know if I need your assistance.”



"Deal. Well, get to it." Ms. Post winked. Canton pulled a notebook from his backpack, along with Dusty the broom dog, then set the bag down against the stop sign so he could sit and have a little cushion. The broom dog rested on his lap as he scribbled words and phrases.

Latimer Middle School.

Corner.

Portal Avenue.

Cars.

Classmates.

Mom.

Whistle.

People stop.

People go.

People talk.

People hug.

People frown.

People laugh.

People-go off.

People go on.

Canton glanced up as everyone congregated at the corner, like water building against a dam, allowed to flow every few minutes. People turning and crossing, waiting and talking. The web of conversations. Gregory Pitts liked Sandra White. Satchmo Jenkins feared he might be eaten by a dog on his way home. Cynthia Sower was putting on a show at 3:33 p.m. Some banter on boogers, and everyone wanted to know what secret things Fatima Moss was always writing.

He watched his classmates tap-dance with tongues, challenging one another, slipping and sliding from story to story. Watched his mother perform a kind of ballet. How she spun, stepped into the street like she was made of more. Blew her whistle. Put a hand up for a bus to stop. Put a hand out to wave the walkers through.

When all the Latimer students had walked off, headed home or wherever they went after school, Ms. Post removed her vest. She slung it over her shoulder. Pulled the whistle over her head. Another day, job done.

“Ready to walk?” she asked Canton, who had been working nonstop on his assignment.

He nodded. “Yeah.”

Canton stood, the broom dog falling from his lap like he had forgotten it was there. Ms. Post picked it up.

“Sheesh. This thing has seen better days.” She examined it. The mangled straw. The pieces of felt that were meant to be ears long gone.

“I know it’s supposed to be a dog, but now it kinda looks like a bus.” She handed it to Canton.

“The eyes are like the headlights, and the mean mouth—”

“It’s a smile,” Canton corrected.

“Oh, right. The smile . . . is the grille. Funny.”

Canton had never noticed that. The broom dog had just become a thing he had, a thing he knew was there if he needed it, but it had been a long time, he realized, since he’d actually needed it.

“It’s all faded now anyway,” Canton said, grabbing his backpack. They stood on the corner, looked both ways before crossing.

“Still want it?” his mother asked. Canton shrugged, tossed it up in the air. Caught it. Tossed it again. Caught it. Again, and loose straw separated from the bunch. Again. And more loose straw, falling down on them. And more. Ms. Post laughed. “Look at that. A school bus falling from the sky.”

Canton smiled, knowing a school bus is many things.

So is a walk home.

**1. Using context clues, what is the meaning of the bolded word “emotional” in “The Broom Dog?”**

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**2. Using context clues, what is the meaning of the bolded word “prestigious” in “The Broom Dog?”**

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3. After Canton's mother's accident, the broom dog
- A- embarrasses Canton.
  - B- comforts Canton when he is anxious.
  - C- reminds Canton of his mother.
  - D- makes Canton want a real dog
4. Which line BEST supports your answer to question 1?
- A- "Canton stood, the broom dog falling from his lap like he had forgotten it was there."
  - B- "It's . . . a broom."
  - C- "Eventually, he named it Dusty."
  - D- "And whenever Ms. Post had to step into the street, blow her whistle . . . whenever Canton's chest would inflate like a balloon, he would run his fingers through the broom dog's hair."
5. Author Jason Reynolds writes that to Canton, crossing guards' vests "were capes, and their whistles blew some kind of magic tone. . . ."
- This line \_\_\_\_\_ . (Choose TWO answers.)
- A- explains why Ms. Post got hit by a bus
  - B- helps readers imagine the sound of a whistle
  - C- compares crossing guards to superheroes
  - D- shows that before his mother's accident, Canton did not think being a crossing guard was dangerous
6. Reynolds helps develop the idea that Canton is worried about his mother's safety in all of the following ways EXCEPT which?
- A- by explaining that Canton has insisted on getting to the corner "before the first cross" each day since the accident
  - B- by describing Canton petting the broom dog for comfort while he watches Ms. Post work
  - C- by describing Canton tossing the broom dog in the air at the end of the story
  - D- by describing Canton's panic attack the day Ms. Post returns to work
7. Reynolds writes, "Canton stood, the broom dog falling from his lap like he had forgotten it was there." This detail tells you that -
- A- Canton is beginning to overcome his fears about his mother's safety.
  - B- Canton is forgetful.
  - C- Canton doesn't think the broom dog is helpful.
  - D- Canton doesn't take care of the broom dog.
8. Which detail would be LEAST important to include in a summary of the story?
- A- Mr. Munch gives Canton the broom dog.
  - B- Canton names the broom dog Dusty.
  - C- Canton has anxiety after his mother's accident.
  - D- Ms. Post gets hit by a school bus.

# Math

## 8<sup>th</sup> Grade Math Department

### Category 1 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 closest app we have found to our classroom calculators.
- Category 1 Review will focus on the real number system, ordering and approximating real numbers, and scientific notation.
- 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

#### Contact Information for Teachers

Please contact your teacher with any questions

- Mrs. Bowers
  - Remind: use code @grade-8
  - Google Classroom: kbowers@stu.mpisd.net
- Miss. Russell
  - Remind: use code @8mathpap
  - Google Classroom: mrussell@stu.mpisd.net
- Mr. Quiroz
  - Remind: use code @fa74642
  - Google Classroom: mquirozcamacho@stu.mpisd.net
- Mr. Stephens
  - Remind: use code @a396f2
  - Google Classroom: dstephens@stu.mpisd.net

# Ordering Real Numbers

- ① change all numbers to decimals
- ② put numbers in order
- ③ change numbers back to original form

EXAMPLE: Put the following numbers in order from Least to Greatest.

$$\frac{3}{15}, 4.76, 90\%, \sqrt{21}, 3$$

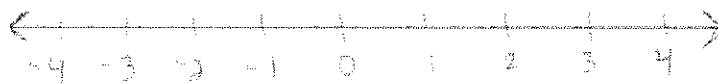
① .2, 4.76, .90, 4.58, 3

② .2, .90, 3, 4.58, 4.76

③  $\frac{3}{15}$ , 90%, 3,  $\sqrt{21}$ , 4.76

\* when negatives are involved, remember the bigger the number, the smaller it is \*

EX:  $-5 < -1$  /  $-29 > -100$



Scientific Notation

$\underline{\hspace{2cm}}$   $\times 10^{\text{exponent}}$   
or between 1 and 10

(-) exponent = # < 1  
(+) exponent = # > 1

Standard Notation

15470000000

or  
.000000001234

### Category 1: Numerical Representations

1. Which set is in order from greatest to least?

- A.  $0.18, \frac{2}{11}, 24\%, \frac{3}{11}, 0.28$
- B.  $0.28, \frac{3}{11}, 24\%, \frac{2}{11}, 0.18$
- C.  $0.28, \frac{3}{11}, 24\%, 0.18, \frac{2}{11}$
- D.  $\frac{3}{11}, 0.28, 24\%, \frac{2}{11}, 0.18$

2. Which fraction is between  $\frac{3}{5}$  and  $\frac{7}{8}$ ?

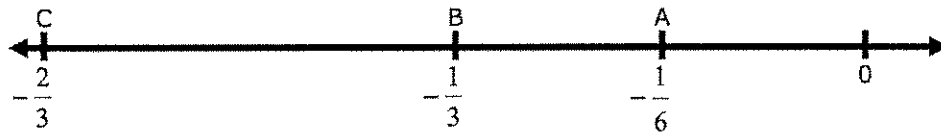
- A.  $\frac{3}{9}$
- B.  $\frac{5}{6}$
- C.  $\frac{1}{2}$
- D.  $\frac{4}{7}$

3. Which of the following numbers would make the inequality below true?

$$\underline{\hspace{2cm}} < -2.047$$

- A. -1.9
- B. -2.039
- C. -2.05
- D. -2.046

4. Which fraction would fall between points B and C on a number line?



- A.  $-\frac{3}{8}$
- B.  $-\frac{5}{6}$
- C.  $-\frac{3}{16}$
- D.  $-\frac{11}{16}$

5. Which list shows the following rational numbers in order from greatest to least?

$$0.29, -5\frac{1}{2}, -1.5, \frac{3}{5}, 45\%$$

- A.  $\frac{3}{5}, 45\%, 0.29, -1.5, -5\frac{1}{2}$
- B.  $0.29, \frac{3}{5}, 45\%, -1.5, -5\frac{1}{2}$
- C.  $45\%, 0.29, \frac{3}{5}, -5\frac{1}{2}, -1.5$
- D.  $\frac{3}{5}, 0.29, 45\%, -5\frac{1}{2}, -1.5$
6. Express the following number in scientific notation: 0.0053
- A.  $0.0053 \times 10$
- B.  $0.53 \times 10^{-2}$
- C.  $5.3 \times 10^{-3}$
- D.  $5.3 \times 10^3$
7. To which of the following sets of numbers does -15 belong?
- A. integer, rational
- B. rational
- C. integer
- D. whole, integer, rational
8. Which number is less:  $5.2 \times 10^3$  or  $5.2 \times 10^{-3}$
- A.  $5.2 \times 10^3$
- B.  $5.2 \times 10^{-3}$
- C.  $52 \times 10^3$
- D.  $52 \times 10^{-3}$
9. Classify the number  $\sqrt{5}$  by determining all sets of numbers to which it belongs.
- A. Irrational
- B. Natural
- C. Rational
- D. Rational, natural



10. Which statement is NOT true about numbers belonging to the set of rational numbers?

- A. All numbers of the set can be written as a ratio  $\frac{a}{b}$ , where  $b \neq 0$ .
- B. The numbers  $\pi$  and  $\sqrt{3}$  are numbers of the set.
- C. All integers are numbers of the set.
- D. Numbers of the set include repeating and terminating decimals.

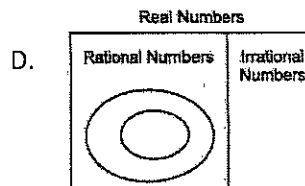
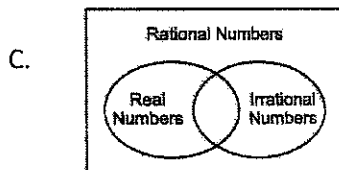
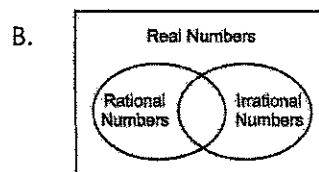
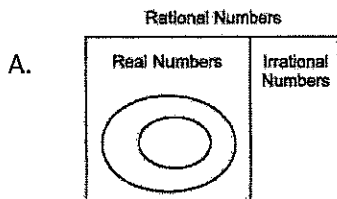
11. Which list shows the lengths of the boards in order from greatest to least?

Board Lengths

Board Number	Length (inches)
1	$13\frac{3}{4}$
2	14
3	$13\frac{3}{8}$
4	$13\frac{1}{4}$
5	$13\frac{2}{3}$

- A.  $14, 13\frac{3}{8}, 13\frac{3}{4}, 13\frac{2}{3}, 13\frac{1}{4}$
- B.  $14, 13\frac{3}{4}, 13\frac{2}{3}, 13\frac{1}{4}, 13\frac{3}{8}$
- C.  $14, 13\frac{3}{8}, 13\frac{2}{3}, 13\frac{1}{4}, 13\frac{3}{4}$
- D.  $14, 13\frac{3}{4}, 13\frac{2}{3}, 13\frac{3}{8}, 13\frac{1}{4}$

12. Which diagram could be used to classify all the numbers in the real number system?



# Algebra

# Classifying Polynomials

- Term: each part of a polynomial separated by addition or subtraction
- Degree of a Term: the sum of the exponents of the variables in a term
- Degree of Polynomial: the highest degree of all the terms in a polynomial

Ex: Classify  $3x^3 - 9x + 7$ .

It is a trinomial because there are 3 terms separated by - and +

The degree of the 1<sup>st</sup> term is 3, the degree of the 2<sup>nd</sup> term is 1, and the degree of the 3<sup>rd</sup> term is 0. So, the degree of the polynomial is 3 since that is the highest degree of all the terms.

### Classifying By Number of Terms:

- 1 term: monomial
- 2 terms: binomial
- 3 terms: trinomial
- ≥ 4 terms: n-term polynomial

### Classifying Polynomials By Degree:

- 0: constant
- 1: linear
- 2: quadratic
- 3: cubic
- 4: quartic
- 5: quintic
- ≥ 6: nth degree

→ Is it a cubic trinomial

# Adding & Subtracting Polynomials

### Adding Polynomials:

1. Add like terms together.
2. Write your answer in Standard Form (decreasing order of degree).

Ex:  $(4x^2 - 9) + (7x - 9x^2 + 8)$

$$(4x^2 - 9) + (7x - 9x^2 + 8)$$

$$= -5x^2 - 1 + 7x \rightarrow \boxed{-5x^2 + 7x - 1}$$

### Subtracting Polynomials:

1. Turn into an addition problem by changing the - to + between the two polynomials and reversing the sign of each term in the second polynomial.
2. Add like terms together.
3. Write your answer in Standard Form.

Ex:  $(3x^2 - 6x - 9) - (2x^2 + 8x - 3)$

$$\rightarrow (3x^2 - 6x - 9) + (-2x^2 - 8x + 3)$$

$$= \boxed{x^2 - 14x - 6}$$

# Multiplying Polynomials

### Monomial x Polynomial:

1. Use the Distributive Property to multiply the monomial by each term.
2. Write your answer in Standard Form.

Ex:  $4x^2(3x^2 - 8x - 5)$

$$4x^2(3x^2 - 8x - 5)$$

$$= \boxed{12x^4 - 32x^3 - 20x^2}$$

### Binomial x Binomial:

1. FOIL (multiply the two first terms, the two outer terms, the two inner terms, and the two last terms).
2. Combine like terms and write your answer in Standard Form.

Ex:  $(x + 3)(2x - 1)$

$$(x + 3)(2x - 1)$$

F:  $2x^2$  O:  $-1x$  I:  $6x$  L:  $-3$

$$= \boxed{2x^2 + 5x - 3}$$

### Any Polynomial x Any Polynomial:

1. Multiply each term from the first polynomial by each term in the second polynomial.
2. Combine like terms and write your answer in Standard Form.

Ex:  $(x + 2)(x^2 - 3x - 8)$

$$(x + 2)(x^2 - 3x - 8)$$

$$= x^3 - 3x^2 - 8x + 2x^2 - 6x - 16$$

$$= \boxed{x^3 - x^2 - 14x - 16}$$

Classify each polynomial by its degree and number of terms.

76. $8x^3 - 9x$	77. $-2 - 4x^2 + 7x$	78. $8x^2y^2$	79. $6x + 5$
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Find each sum or difference. Write your answer in Standard Form.

80. $(2h^3 + 6h) + (3h^3 - 7h - 3)$	81. $(8x - 4x^2 + 3) - (7x^2 - 9)$	82. $(-14a^2 - 5) - (5a^2 + 6a - 7)$
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Find each product. Write your answer in Standard Form.

83. $5x^3(9x^2 + 4x - 5)$	84. $(x + 4)(x - 3)$	85. $(3n - 8)(4n - 7)$
86. $(2x + 3)(x^2 + x + 3)$	87. $(6x + 1)^2$	88. $4g(2g - 9)(2g + 9)$

Simplify each expression completely. Write your answer in Standard Form.

89. $(x + 2)(x + 8) + (4x^2 + 8x - 3)$	90. $(x + 5)(x - 5) - 6x(x + 1)$
--	----------------------------------

# Factoring Out a GCF

1. Find the largest monomial that is a factor of each term in the polynomial, and pull it out in front of parentheses.
2. Divide each term by the GCF and write the resulting polynomial in the parentheses.

Ex: Factor  $25x^4y - 30x^3y^2 + 10x^2y^3$

GCF =  $5x^2y$ , so divide each term by  $5x^2y$

$$\rightarrow 5x^2y(5x^2 - 6xy + 2y^2)$$

# Factoring 4-Term Polynomials

First factor out a GCF if there is one. Then factor by grouping as described below.

## Factor by Grouping

1. Group the first two terms in parentheses and the last two terms in parentheses.
2. Factor out the GCF from each set of parentheses. (The two resulting binomials in parentheses should match).
3. Factor out the common binomial.

Ex: Factor  $3x^3 - 6x^2 + 5x - 10$

$$(3x^3 - 6x^2) + (5x - 10)$$

$$\rightarrow 3x^2(x - 2) + 5(x - 2)$$

$$\rightarrow (x - 2)(3x^2 + 5)$$

# Factoring Binomials

First factor out a GCF if there is one. Then determine whether it is a difference of squares binomial (in the form  $a^2 - b^2$ ). If it is, use the method below.

## Binomials in the form $a^2 - b^2$

1. Find the square root of the first term (a) and the square root of the second term (b). Your answer will be  $(a + b)(a - b)$ .

Ex: Factor  $16x^2 - 25$

The square root of  $16x^2 = 4x$  & the square root of  $25 = 5$

$$\rightarrow (4x + 5)(4x - 5)$$

# Factoring Trinomials

First factor out a GCF if there is one. Then use the appropriate method below, depending on whether or not the leading coefficient is 1.

## Trinomials in the form $x^2 + bx + c$ (leading coefficient = 1)

1. Find two numbers with a product of c and a sum of b.
2. Your answer will be written as the product of two binomials:  $(x + 1^{\text{st}} \text{ number})(x + 2^{\text{nd}} \text{ number})$ .

Ex: Factor  $x^2 - 6x + 8$

Need 2 numbers with product of 8 and sum of -6.  
 $\rightarrow$  the 2 numbers are -4 & -2

$$\rightarrow (x + -4)(x + -2) \rightarrow (x - 4)(x - 2)$$

## Trinomials in the form $ax^2 + bx + c$ (leading coefficient > 1)

1. Multiply a and c. Find two numbers with a product of ac and a sum of b.
2. Copy the  $ax^2$  term from the original trinomial, and then split up the bx term into two terms, using the two numbers you found in step 1 as the coefficients of each term. Copy the c term from the original trinomial. (So now you have a 4-term polynomial).
3. Factor by grouping.

Ex: Factor  $2x^2 + 7x + 3$

$ac = 2 \cdot 3 = 6$ . Need 2 numbers with a product of 6 and a sum of 7.

$\rightarrow$  the 2 numbers are 6 & 1

$$\rightarrow 2x^2 + 6x + 1x + 3$$

$$\rightarrow (2x^2 + 6x) + (1x + 3)$$

$$\rightarrow 2x(x + 3) + 1(x + 3)$$

$$\rightarrow (x + 3)(2x + 1)$$

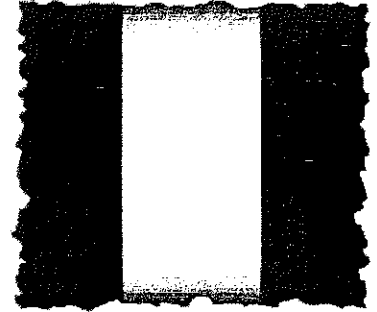
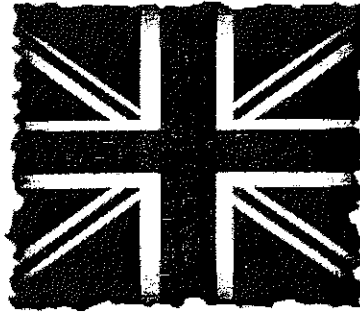
Factor each polynomial completely.

91. $-18x - 27$	92. $x^2 - 100$	93. $x^2 - 5x + 6$
94. $2x^2 + 7x + 6$	95. $5x^3 + 3x^2 + 10x + 6$	96. $3x^2 - 12$
97. $x^2 + 24x + 144$	98. $9x^3 - 30x^2 - 24x$	99. $8x^3 + 4x^2 - 6x - 3$
100. $5x^2 + 10x - 45$	101. $36x^4 - 121$	102. $5x^2 + 22x + 8$
103. $4x + 16xy + 9y + 36y^2$	104. $x^2 - 3x - 88$	105. $4x^2 - 15x + 9$

# **Social Studies**

# The French and Indian War

## England vs. France



### Causes of the War

The French and Indian War from 1754-1763 was a conflict between Great Britain and France over their territorial possessions in North America. Both countries wanted control of the Ohio River Valley because of the profitable fur trade. The two countries could not agree on their boundaries. The British claimed land along the Atlantic Coast to the Appalachian Mountains. The French settlements were north of the British colonies along the Saint Lawrence River and the Great Lakes and southward to the Mississippi River. Both claimed the land between the Appalachian Mountains and the Mississippi River known as the Ohio River Valley. Both countries wanted to reap economic benefits of the profitable fur trading and were willing to fight for control of North America.

### Battles

To secure their hold on the land, the French built forts along the St. Lawrence River and the Great Lakes to keep away the British settlers. The British set out to capture the French forts and to drive the French from the North American continent. Both the British and French had the support of the Native Americans and the troops from their home countries in fighting for control of the land.

The American colonists joined with the British to drive out the French. As a young twenty-two year old Major in the Virginia Militia, George Washington led colonial troops to force the French troops to withdraw from their forts along the Allegheny River. Washington's troops were attacked and defeated at Ft. Duquesne in present-day Pittsburgh, Pennsylvania. This was the first battle of the war.

The most significant battle of the French and Indian War was fought in Canada. The fort at Quebec was the main fortress for France because it supplied all of the other French forts in colonial America. The British knew that if they captured Quebec, they would win the war. In early 1759, British General James Wolfe laid siege to Quebec with 9,000 soldiers. When the French surrendered, this was the turning point of the war. Now the British would soon control all of North America.



## Results

The Treaty of Paris in 1763 ended the French and Indian War between Great Britain and France. France ceded (gave up) its territory in North America (including Canada) to Great Britain. Spain ceded Florida to Britain and in return received the lands west of the Mississippi River.

The end of the French and Indian War however resulted in a large debt that the British Parliament decided would be repaid by imposing higher taxes on the American colonies. The British felt the colonists benefited the most from the war and should help pay for the war debt. It is evident that conditions arising from the French and Indian War helped set the stage for the colonial revolt against the British and is considered the **first step of the American Revolution**.

## **Note Questions:**

1. What was the major cause of the French & Indian War?
2. Why was the Ohio River Valley so important?
3. What were the terms of the Treaty of Paris of 1763?
4. What happened after the French and Indian war?

For more info check this out!!

Crash Course

<https://www.youtube.com/watch?v=5vKGU3aEGss>

# Science

### 4/20: Energy Pyramids

If you find you do not know the answers, check the reading, ask a teacher, use the power of google.  
\* Required

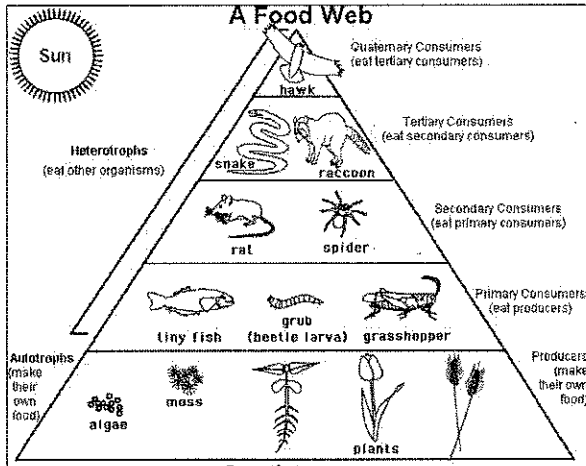
1. Name: \*

2. Teacher \*

Mark only one oval.

- Knox
- Fitch
- Parsons
- Caddel

Use the image below to answer questions 1. - 6.



3. 1. There are more \_\_\_\_\_ than there are primary consumers.

0 points

Mark only one oval.

- Quaternary Consumers
- Tertiary Consumers
- Secondary Consumers
- Producers

4. 2. Organisms that eat other organisms are called \_\_\_\_\_.

0 points

Mark only one oval.

- Heterotrophs
- Autotrophs

5. 3. Organisms that make their own food are called \_\_\_\_\_ or \_\_\_\_\_.

0 points

Mark only one oval.

- Consumers/ Heterotrophs
- Producers/ Autotrophs

6. 4. Grass is a \_\_\_\_\_.

0 points

Mark only one oval.

- Quaternary Consumers
- Producers
- Tertiary Consumers
- Secondary Consumers

7. 5. Zebras (grass - eaters) are \_\_\_\_\_

0 points



Mark only one oval.

- Quaternary Consumers
- Producers
- Primary Consumers
- Secondary Consumers

8. 6. Lions (zebra-eaters are)

0 points



Mark only one oval.

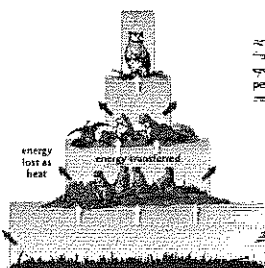
- Quaternary Consumers
- Producers
- Primary Consumers
- Secondary Consumers

Use the following 3 passages to answer questions 7 - 10.

**An energy pyramid shows the distribution of energy among trophic levels.**

Producers use energy from sunlight to make food. Herbivores eat plants—the producers—to get energy. Some of the energy is used by the animals to grow and some is used for cellular respiration. However, most of the energy that is consumed is lost as heat. Carnivores then eat the herbivores. And again, most of the energy is lost as heat.

An **energy pyramid** is a diagram that compares the energy used by producers, primary consumers, and other trophic levels. In other words, an energy pyramid shows how much energy is available at each trophic level. Energy is lost at each trophic level of a food chain. Because of this, a typical energy pyramid has a large base of producers. Each level above gets smaller, because as energy is lost as heat, there is less energy available as food for organisms. The longer the food chain, the more energy is lost between the bottom and top links.



An energy pyramid shows the energy flow between trophic levels in an ecosystem. Between each level, up to 90 percent of the energy is lost as heat to the environment.

**Other pyramid models illustrate an ecosystem's biomass and distribution of organisms.**

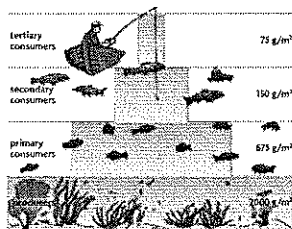
An energy pyramid shows energy loss at each trophic level. Pyramid diagrams can also be used to represent other components of an ecosystem. Two other types of pyramid models are a biomass pyramid and a pyramid of numbers.

**Biomass Pyramids**

**Biomass** is a measure of the total amount, or dry mass, of organisms in a given area. A biomass pyramid is a diagram that compares the biomass of different trophic levels within an ecosystem. It shows the mass of producers that are needed to support primary consumers, the mass of primary consumers required to support secondary consumers, and so on. Notice that each trophic level has a smaller biomass than the one below it.

**VOCABULARY**

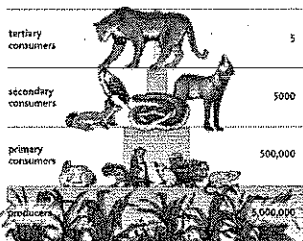
The prefix *bio-* refers to life or living things. *Mass* is a measurement of the amount of matter. **Biomass** is a measurement of the amount of living organisms in an area.



The biomass pyramid shows the total dry mass of organisms found at each trophic level.

**Pyramids of Numbers**

A pyramid of numbers gives a count of the numbers of individual organisms at each trophic level in an ecosystem. This type of pyramid gives a good picture of the large numbers of producers that are required to support just a few top-level consumers. Notice that it takes a huge number of producers to support just a few mountain lions.



In a pyramid of numbers, each level represents the actual number of organisms at each trophic level.

9. 7. What is represented by an energy pyramid? 0 points

.....

10. 8. What is represented by a biomass pyramid? 0 points

.....

11. 9. Which trophic level contains the most energy? 0 points

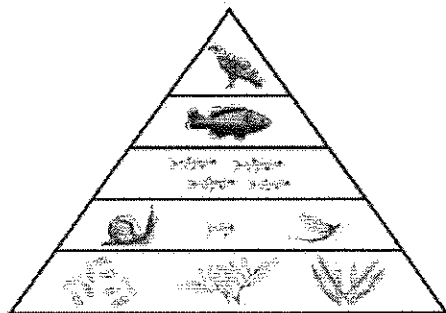
.....

12. 10. What happens to the most energy at each trophic level? 0 points

.....

Use this pyramid for questions 11. - 13.

**Energy Pyramid**



13. 11. How many trophic levels are in this pyramid?

5 points

.....

14. 13. Is this an energy, number, or biomass pyramid?

0 points

Mark only one oval.

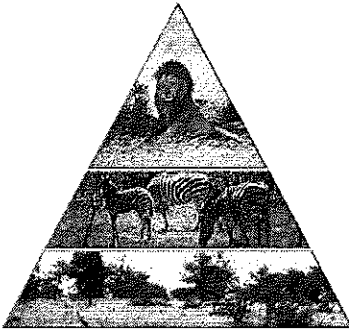
- Energy
- Number
- Biomass

15. 12. What is the top consumer?

0 points

.....

Use this pyramid for questions 14. - 16.



16. 14. How many trophic levels are in this pyramid?

0 points

.....

17. 15. What is the 1st consumer that is seen?

0 points

Mark only one oval.

- Lion
- Zebra
- Plants

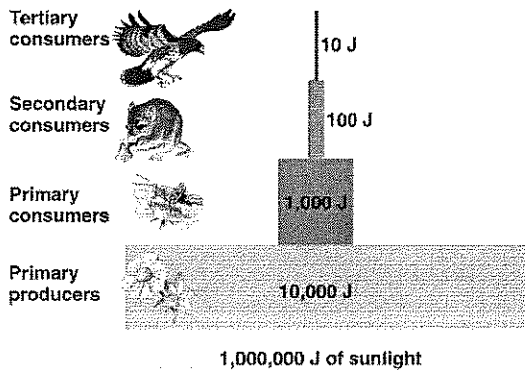
18. 16. Is this an energy, number, or biomass pyramid?

0 points

Mark only one oval.

- Energy
- Number
- Biomass

Use this pyramid for questions 17. - 20.



19. 17. How many trophic levels are in this pyramid?

0 points

.....

20. 18. Does this follow the 10% law if applied? Why? 0 points

.....

21. 19. Will all the organisms survive? Explain? 0 points

.....

22. 20. Is this an energy, number, or biomass pyramid? 0 points

Mark only one oval.

- Energy
- Number
- Biomass

Ecosystems - A community of organisms both living and non- living that create a system. There are 2 types of ecosystems, Terrestrial (land) & Aquatic (water). Terrestrial ecosystems would be forests, deserts, grassland, and mountains. Aquatic Ecosystems would be marine (ocean) & freshwater (rivers & lakes).

23. 22. What are the 2 types of ecosystems? 0 points

.....

24. 21. Define an ecosystem in your own words. 0 points

.....  
.....  
.....  
.....

25. 23. Select the types of Terrestrial Ecosystems. 0 points

Check all that apply.

- Forest
- Marine
- Desert
- Mountain
- Freshwater
- Grassland

26. 24. Select the types of aquatic ecosystems. 0 points

Check all that apply.

- Forest
- Freshwater
- Desert
- Grassland
- Marine
- Mountain

27. 25. Define Producer and give an example. 0 points

.....  
.....  
.....  
.....

28. 28. Define Secondary Consumer and give an example. 0 points

.....  
.....  
.....  
.....

29. 26. Define Primary Consumer and give an example.

0 points

.....

.....

.....

.....

30. 27. Define Herbivore and give an example.

0 points

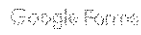
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# Electives

Business Marketing

Week 4 April 20-24

And

Week 5 April 27-May 1<sup>st</sup>.

Our Learn AES online module is still available. I've reopened a few modules we've already covered if you'd like to get some extra practice. The next two weeks are business articles. Just look up any business article & write a summary. Write down what you'd normally say doing the presentation in class. You can use the front & back of this paper to write the summary. Send it to our emails or turn it in at the drop-off. Hope everyone is doing well & stay safe!!!

Coach Jones email: [jjones2@mpisd.net](mailto:jjones2@mpisd.net)

Coach Grubbs email: [cgrubbs@mipisd.net](mailto:cgrubbs@mipisd.net)

Here is the website to our modules: <https://learn.aeseducation.com/> Remember your login is your [studentID@student.mpis.net](mailto:studentID@student.mpis.net) Your password is one that you created. If you can't login in email & I can reset everything.



Sometimes the best thing you can do is  
not think, not wonder, not imagine, not obsess.  
Just *breathe* and *have faith* that everything  
will work out for the best.



Hello!

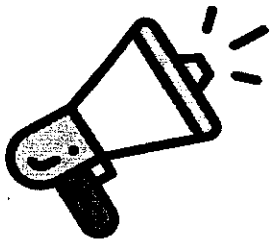


This Monday I will post Google Classroom announcements, athletic activities, flipgrids, and the sportsyou app if you want to check in (once I figure out zoom). Everything can be found in Google Classroom.

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

~Coach Buhler

## Week of April 20-24



### ANNOUNCEMENTS

- Make sure to complete your UIL Forms for Athletics and turn in on Monday during packet drop-off and pick-up. We will need them for next year.

### 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



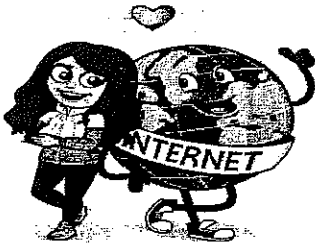
#### DAILY STARTERS (posted in Google Classroom)

- **Tuesday/Wednesday:** What is your greatest strength?
- **Thursday/Friday:** What is your greatest weakness?



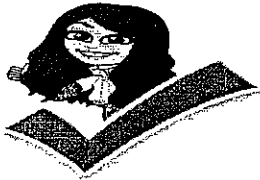
### History Has Its Eyes on You!

- 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:

- Please download the sportsyou app Z9NM2F36.

## 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



Name:

Class Period:

Week 4 Health

"Vaping"

Directions: For each question, you will research online to find the best answer and leave it in the blank.

1. Is vaping a safe alternative to cigarettes?

2. List three risks of vaping.

-  
-  
-

3. How does vaping hurt your lungs?

4. What age is normal for kid's to start smoking?

5. Are teens that start smoking earlier more likely to end up with drug addictions?

# The 101 on e-Cigarettes

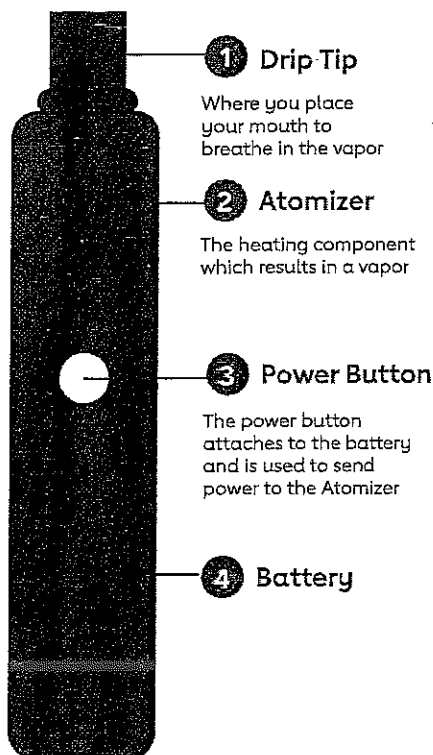


American  
Heart  
Association.

Vaping is becoming an increasing epidemic among teens. In 2018, e-cigarette use nearly doubled in high school students.

## What is vaping?

Vaping is the **act of inhaling and exhaling the aerosol, often referred to as vapor**, which is produced by an e-cigarette or similar device. The term is used because e-cigarettes do not produce tobacco smoke, but rather an aerosol, **often mistaken for water vapor, that actually consists of fine particles. Many of these particles contain varying amounts of toxic chemicals, which have been linked to heart and respiratory diseases and cancer.**

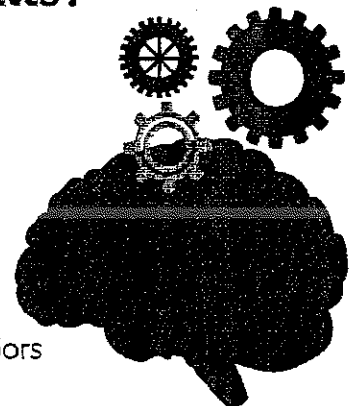


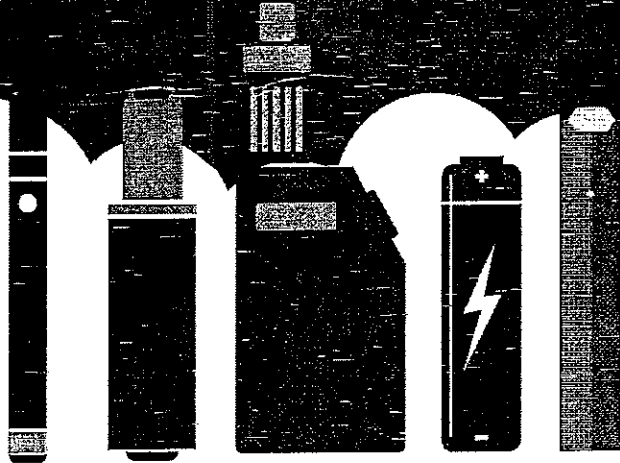
## What is an e-cigarette?

Electronic cigarettes (e-cigarettes) are **battery-powered devices that can deliver nicotine and flavorings to the user in the form of an aerosol.** Most have a battery, a heating element, and a place to hold a liquid or nicotine salts. Flavors that make e-cigarettes so appealing can have toxic effects themselves, although they are GRAS (generally regarded as safe) when ingested in food or drinks.

## Why are e-cigarettes unsafe for kids, teens and young adults?

- Nicotine can harm the developing adolescent brain
- e-cigarettes contain nicotine
- Nicotine addiction that occurs with e-cigarette use may lead to transition to use of combustible tobacco products
- Addiction itself, whether to nicotine or other drugs, can drive undesirable behaviors





vape pen   mid-size e-cig device   mod box   "usb"   JUUL

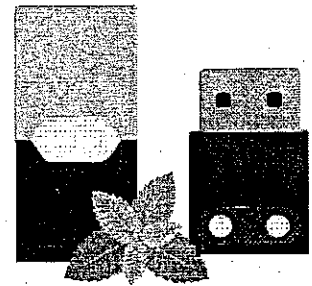
## What do e-cigarettes look like?

E-cigarettes come in a wide variety of shapes and sizes; **mini** (often called cig-a-like), **mid-size**, **vape pens**, **vape pod systems** like JUUL, **e-hookahs**, **e-cigars**, **advanced personal vaporizers or mods**; even ones shaped to look like pens and usb drives.

## What Is JUUL?

JUUL is a rapidly growing type of e-cigarette that became available in the US in 2015. It now accounts for about 72 percent of the market share of vaping products in the United States.

- JUUL is particularly appealing to adolescents and young adults because it has a slim design **shaped like a USB flash drive** (which makes it easier to hide).
- It comes in different colors, and a wide variety of flavors, including many that appeal to kids.
- **JUUL does not emit large smoke clouds**, making it optimal for discreet use.
- Not only is nicotine high in JUUL pods, it is present in a **benzoic acid salt** rather than a free base which **increases the rate of nicotine delivery** and decreases the harsh sensation in the mouth and throat.



The JUUL nicotine refill ("pods") contain as much nicotine as a pack of 20 regular cigarettes. Average pod length varies but can last up to 200 puffs.

Noting this unprecedented spike in e-cigarette use in youth, in December 2018, the US Surgeon General issued an advisory for parents, teachers and health professionals about the negative health consequences of e-cigarettes in kids.

## What can parents do?

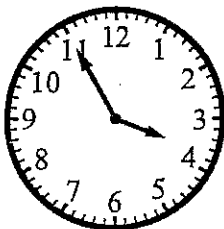
- Do not use any tobacco products
- Talk with your kids about the dangers of smoking and the importance of avoiding any tobacco use (conventional cigarettes or e-cigarettes)
- Educate your kids that e-cigarettes contain nicotine, a **HIGHLY** addictive substance
- Advocate for comprehensive tobacco prevention policies (that include e-cigarettes)

**Vocabulario A** *Somos estudiantes*

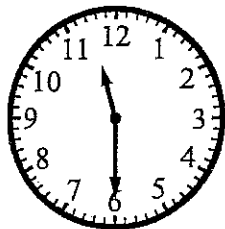
Level 1 Textbook pp. 86-90

**¡AVANZA!** **Goal:** Talk about school and class schedules.

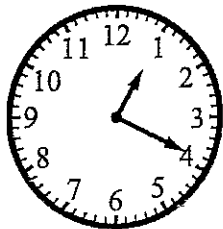
1. ¿Qué hora es? Escoge la oración que corresponde con la hora en cada reloj.



a. 3:55



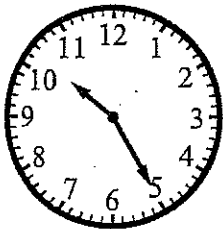
b. 11:30



c. 1:19



d. 8:15



e. 10:25

1. \_\_\_\_ Es la una y diecinueve.
2. \_\_\_\_ Son las diez y veinticinco.
3. \_\_\_\_ Son las cuatro menos cinco.
4. \_\_\_\_ Son las once y media.
5. \_\_\_\_ Son las ocho y cuarto.

2. Rafaela tiene que contar el número de chicos y chicas en sus clases. ¿Cuántos estudiantes hay en total en cada una? Expresa los números como palabras.

1. doce + tres = \_\_\_\_\_
2. noventa + diez = \_\_\_\_\_
3. cincuenta + veinte = \_\_\_\_\_
4. catorce + cuatro = \_\_\_\_\_
5. veinte + uno = \_\_\_\_\_

3. Algunos(as) estudiantes y tú tienen clases a diferentes horas. Ordena las palabras para escribir oraciones completas.

**Modelo:** Margarita / clase de inglés / a las siete y media / tiene  
Margarita tiene clase de inglés a las siete y media.

1. clase de matemáticas / ellos / a las ocho de la mañana / tienen

\_\_\_\_\_

2. a las nueve y media / tengo / yo / clase de arte

\_\_\_\_\_

3. clase de español / Lucas y Sandra / a la una de la tarde / tienen

\_\_\_\_\_

4. tenemos / a las dos / clase de ciencias / nosotros

\_\_\_\_\_

UNIDAD 2 Lección 1  
Vocabulario A

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**Vocabulario B** *Somos estudiantes*

Level 1 Textbook pp. 86-90

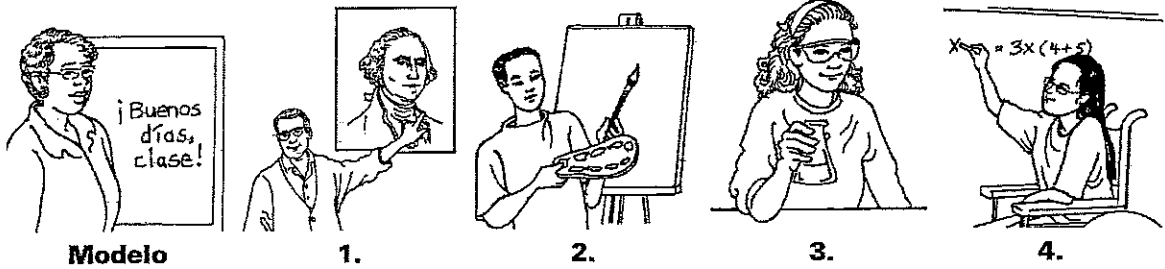


**Goal:** Talk about school and class schedules.

**1** Estás en clase de matemáticas y no puedes usar la calculadora para hacer estas operaciones simples (+, -, ×, ÷). Lee las preguntas y escribe los resultados en letras.

1. ¿Cuánto es dieciocho menos trece? \_\_\_\_\_
2. ¿Cuánto es doce por tres? \_\_\_\_\_
3. ¿Cuánto es sesenta y cuatro dividido entre dos? \_\_\_\_\_
4. ¿Cuánto es veintitrés más veinticinco? \_\_\_\_\_
5. ¿Cuánto es diecinueve por cuatro? \_\_\_\_\_
6. ¿Cuánto es setenta y tres menos cuarenta y dos? \_\_\_\_\_

**2** Estás en la escuela de tu amiga Paloma. Escribe oraciones completas para decir qué clases observas.



**Modelo:** Es la clase de español.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**3** Escribe oraciones completas para decir a qué hora tienes diferentes clases, con qué frecuencia y con cuál profesor(a).

**Modelo:** Mi primera clase es de inglés. Siempre tengo clase a las siete de la mañana. El profesor es el señor Gómez.

1. Mi segunda clase \_\_\_\_\_  
\_\_\_\_\_
2. Mi tercera clase \_\_\_\_\_  
\_\_\_\_\_
3. Mi cuarta clase \_\_\_\_\_  
\_\_\_\_\_

**Music History**

1. What is the role of art music?
2. Find an interview from your favorite musician. Read it or watch it. Do they talk about the role of music and or education in their lives? Why or why not do you think?

**Choir**

The image shows a musical score for a choir exercise. It consists of two systems of music. Each system has a treble clef staff on top and a bass clef staff on the bottom. The time signature is 4/4. The first system has four measures, with measure numbers 1, 2, 3, and 4 written above the treble staff. The second system has four measures, with measure numbers 5, 6, 7, and 8 written above the treble staff. The music is written in a simple, rhythmic style, likely intended for a choir to sing.

Study the example above. What is the key? Chant the rhythms and solfege. Audiate the music. Sing the example. Do this once a day until you know this piece.

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.

**Music History**

1. Last week you defined the role of art music. Now can you defend the role art music plays in the lives of everyone today? Even if they don't like or listen to art music.
2. Think of one of your favorite songs. Why is that song your favorite? Is there another song that sounds the same or similar? If they are similar, why is the second song not your favorite?

**Choir**

The image shows a musical score for a choir, consisting of four staves. Each staff represents a different voice part. The lyrics are: "Out - side in win - ter is so ver - y cold." The first staff has a dynamic marking of *mf* at the beginning and *mp* later. The second staff has *mf* and *mp*. The third staff has *mf* and *mp*. The fourth staff has *mf* and *mp*. The music is in 4/4 time and features a key signature of one sharp (F#).

Study the example above. What is the key? Hint: There is no key signature but only F# is used. Chant the rhythms and solfège. Audiate the music. Sing the example. Do this once a day until you know this piece.

## Fishing for the Beginning Angler

Use the following link to answer the questions below

[https://tpwd.texas.gov/publications/pwdpubs/media/pwd\\_bk\\_k0700\\_0639d.pdf](https://tpwd.texas.gov/publications/pwdpubs/media/pwd_bk_k0700_0639d.pdf)

1. What 4 basic things should you have in your fishing tackle?
2. What are the 4 types of Fishing Rods?
3. What type of Rods are easy to handle and perfect for beginners?
4. Spinning Rods are suitable for what type of fishing?
5. What are 4 types of reels?
6. What's another name for a spin cast reel?
7. What's another name for a spinning reel?
8. How do you release the line on a spincast reel?
9. When do you release the line using a spinning reel?
10. Where is the button located on a baitcasting reel?
11. What are 3 types of knots?

12. What are 4 common types of freshwater baits?

13. What are common types of saltwater baits?

14. What are 6 types of lures?

15. What goes in your tackle box that has rules and regulations?

16. What are 4 types of freshwater fish?

17. What are 4 types of saltwater fish?

18. What types of habitats do we have in East Texas streams?

19. What needs to be provided for good fish habitat?

20. What should you always do before you handle a fish?

## Movie Review Assignments for all Theatre Classes

Directions: Write your review on separate paper or email it to me on a word document [cfrancis@mpisd.net](mailto:cfrancis@mpisd.net) (you must do one for this week and one for next week).

### MOVIE REVIEW TEMPLATE

Note: DON'T FORGET that movie titles are written within "quotation marks!"

**HEADLINE:** Include the title of the movie (try to use a pun!)

**PARAGRAPH #1:** Introduce the movie by stating that you've just seen this movie and would like to give an opinion about it. Mention a couple of details that might help the reader understand what type of movie you are talking about.

**PARAGRAPH #2:** Summarize the plot (story). Where and when did it take place? Who are the main characters? What is the story about? Remember, do NOT include spoilers and do not tell how the story ends!

**PARAGRAPH #3:** Talk about the actors/actresses and discuss who did a good job and who didn't.

**PARAGRAPH #4:** Talk about what you liked about the movie and what you didn't like. Be sure to include specific details and scenes.

**PARAGRAPH #5:** What lessons did you learn from this story (theme/moral)? What do you think others will learn from it?

**PARAGRAPH #6:** What group of people would like this movie? Who would you recommend it to? Who would you not recommend it to? What's the MPAA rating of the movie (G, PG, PG-13, R, etc...)? What is your final word on the film: Is it good or bad?

**RATING SYSTEM:** Give the movie a score. You can do grades

(A,B,C,D,F+ or -), stars (\*\* out of \*\*\*\*\*), numbers (3 out of 5) or

something totally original... just don't use "thumbs up" or "thumbs down."

## 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.



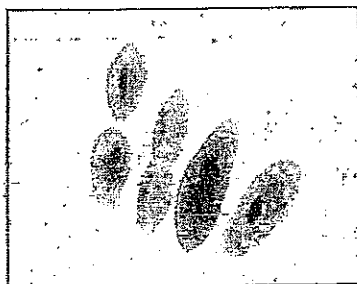
Imagine a gardener checking on his growing plants at the beginning of spring. He notices a few tiny insects eating some of his plants. The gardener isn't worried—a few insects are not a concern. But when he comes back several weeks later, his plants are covered in these small insects. There are at least ten times as many insects as there were several weeks ago! Where did all of these insects come from? How do organisms make more of their species?

### Reproduction produces offspring.

**Reproduction** is a process by which an organism produces offspring, or young. All organisms reproduce. If they didn't, no species would survive past a single generation. Reproduction allows organisms to pass on their traits, or characteristics, to their offspring. Parents pass on their traits through their genetic material, or DNA.



The tiny insects developing inside these eggs will grow into adult insects.



Most prokaryotic organisms reproduce asexually through binary fission.

### Asexual reproduction requires one parent.

**Asexual reproduction** is a type of reproduction in which one parent makes an exact copy of itself. The parent passes its genetic material to its offspring. Therefore, the offspring have the same traits as their parent and as each other. The offspring are uniform, or the same. Think of it as making a copy on a copy machine. The parent is like the piece of paper you put into the machine. The offspring are like the copies that come out. The offspring, like the copies, all look like their parent and like each other.

There are different forms of asexual reproduction.

**Prokaryotic** organisms, such as bacteria, go through a process called **binary fission**. First, a single-celled bacterium makes a copy of the DNA it has in its cell. Then, the bacterium splits in half, forming two cells. Each cell gets a copy of the original DNA.

**prokaryotic:** describes a simple, one-celled organism that lacks a nucleus and other membrane-bound organelles

# REPRODUCTION

**Eukaryotic** organisms reproduce asexually in several ways. Fungi, such as mushrooms, form spores. **Spores** are tiny reproductive structures that contain a copy of the parent DNA. Some organisms reproduce by budding. In **budding**, a smaller version of the parent organism grows out of the parent. Eventually, it separates from the parent and begins to function on its own. This would be similar to another person growing out of your body!

**eukaryotic:** describes an organism that has cells with a nucleus and other membrane-bound organelles



Hydra are tiny aquatic animals. The hydra shown to the left is reproducing by budding. The arrow is pointing to the offspring that is growing out of the parent hydra toward the front of the image.

Plants can reproduce asexually through a process called **vegetative propagation**. An entire new plant can grow out of a portion of the parent plant. For example, if you removed a part of the stem and leaf and put it in water, it would form roots and grow to be an adult plant. It would be an exact genetic copy of its parent. Have you ever noticed the “eyes” of potatoes? The eyes are actually buds that sprout new leafy branches. This is an example of asexual reproduction. If you planted the sprouting parts, they would eventually grow into adult potato plants.



The sprouting buds of this red potato are an example of vegetative propagation.

## REPRODUCTION

Bacteria, fungi, and plants are not the only organisms that reproduce asexually. In some animals, like fish, reptiles, and amphibians, an unfertilized egg can develop into a full-grown adult. This offspring would only have a copy of the female's DNA. For example, in some insects called aphids, asexual reproduction can occur when an unfertilized egg develops inside the female. Once the egg has fully developed, the female gives birth to a genetically identical offspring!

## 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.musictechteacher.com/music\\_quizzes/music\\_quizzes.htm](http://www.musictechteacher.com/music_quizzes/music_quizzes.htm)

# Element of Art Form

Mrs. Lugo

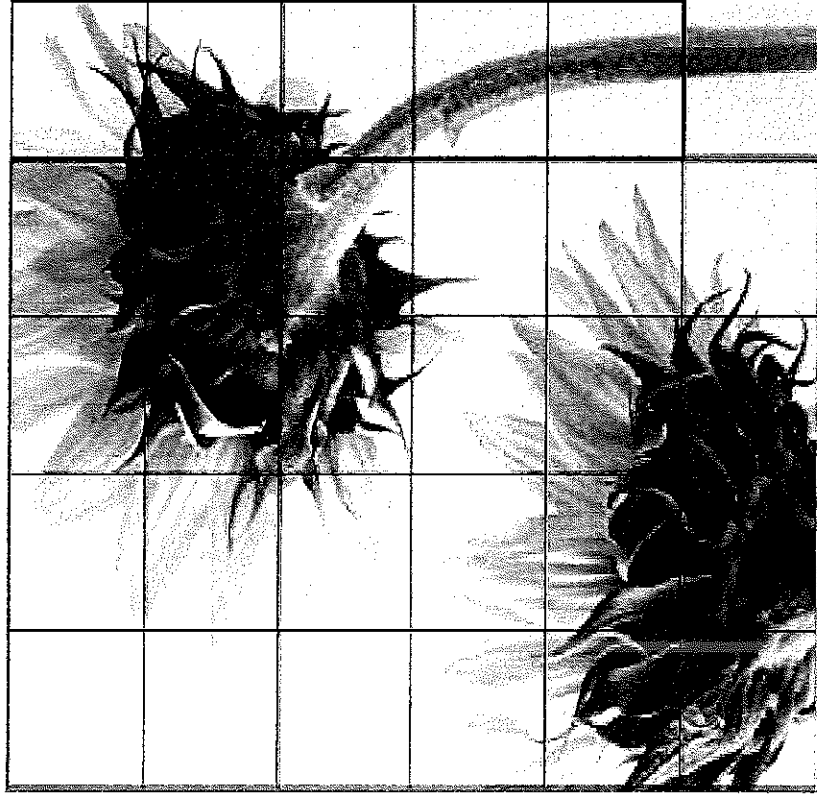
Draw what you see in each square and shade.

## Natural Forms - Grid Drawing

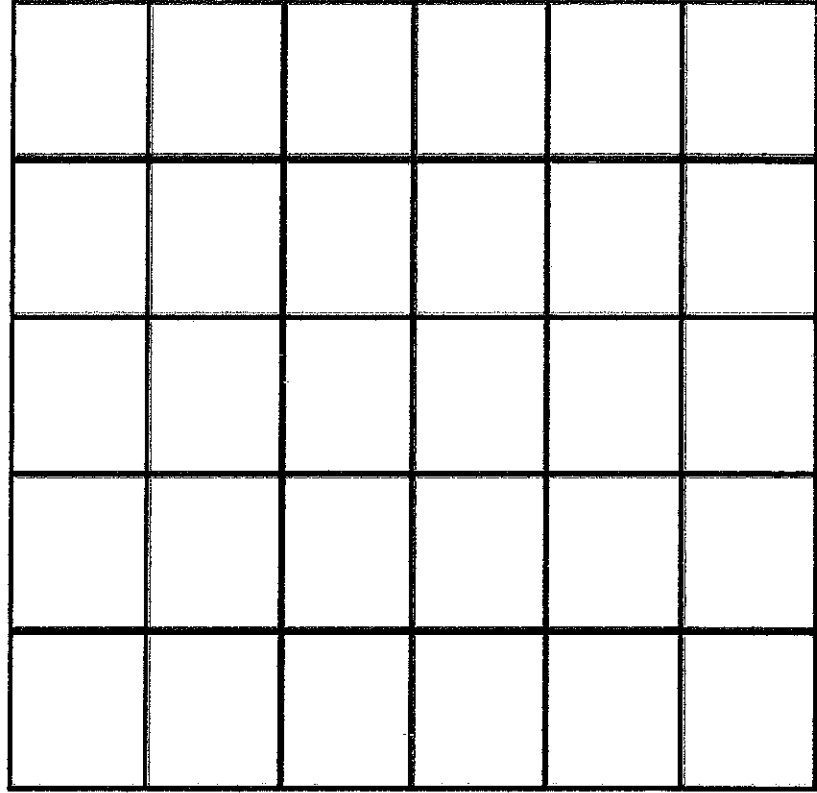
LO: Develop observational skills by creating a tonal grid drawing.

Using the Grid Method draw the image in the box opposite to get a more accurate image draw what you see in each box to guide you. Remember to add detail and tone.

Class:



Artist: Karl Blossfeldt



Remember I grade on effort so try your best ☺. - Lugo

# The Elements of Art

## **CO OR**

Color is the hue that is produced when light reflects off of an object.

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## LINE

A line is the path of a point moving through space. It is one dimensional and can vary in width, direction, and length.

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## SHAPE

Shapes are flat enclosed areas that are two dimensional.

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Texture is the way a surface feels or how it looks like it would feel.

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## **VALUE**

Value is the lightness or darkness of a color.

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## SPACE

Space is used to create the illusion of depth

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## FORM

Forms are three dimensional shapes. They have volume and take up space.

