

MPHS CTE

Week 4/6-4/10

Ag Science Packet

Week of April 6th through April 10th

Directions: If you are taking any class instructed by Mr. Rice, Mrs. Coberley, Ms. Hearn and Mr. Hunnicutt then do the following assignment. There is an article called "From Farm to School". Please read the article then answer the questions on the following pages. The questions page is labeled "Appendix 4: Ag 101 From Farm to School". The internet is not required for this assignment, please answer the questions to the best of your abilities after reading the article

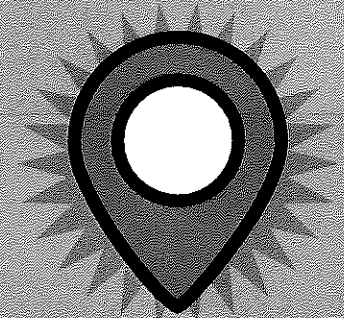
From Farm to School

According to the National Farm to School Network, more than one in five children are at risk for hunger. Access to fresh, healthy foods and nutrition education is key to improving children's health and cultivating vibrant communities. Here's a look at how the organization is working to change food inequity and how local farms and FFA chapters are improving their own communities.

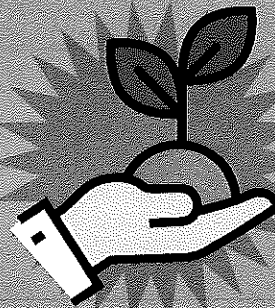
- By Lauren Denton

The Work

The National Farm to School Network's implementation includes one or more of the following:



1.
Procurement
Schools serve foods from local farms.



2.
School Gardens
Students participate in growing the food.



3.
Education
School programs teach about agriculture, health, food and nutrition.

The People

Teamwork makes the dream work. These three groups (and more!) can play a role in farm-to-school program implementation:



1. The National Farm to School Network

• 50+ Core Partners

State agencies, universities or nonprofits that spearhead their state's efforts.

• 150+ Supporting Partners

Education, agriculture and nutrition organizations that support their state's efforts.

• 20,000+ Network Members

Anyone who practices or supports the National Farm to School Network mission.

2. Local Farmers

Schools buy and feature locally produced, farm-fresh foods such

as fruits and vegetables, eggs, honey, meat and beans on their menus. This food is purchased from farms in the community, and that offers farmers a new revenue opportunity.

3. FFA Chapters

• **Plainview/Elgin-Millville FFA (Plainview, Minn.)** tends a raised-bed garden and supplies the produce to the school cafeteria and local food pantry.

• **South Central Agri-Science Academy FFA (St. Peter, Minn.)**

hosts a Farm to School cafeteria lunch. The chapter serves pork and tomatoes raised by FFA members and leads an agriculture trivia game.

• **Fromberg FFA (Fromberg, Mont.)** solicits donations from local beef and hog producers to provide its cafeteria with quality protein sources for lunches.

The Impact

A community-based strategy can help create a healthy school food environment and improve local economies.

The National Farm to School Network has seen the following impact:

\$1

...to the National Farm to School Network = 60¢ to \$2.16 to local economy

One

...more serving of fruits and vegetables per day per student

44.2%

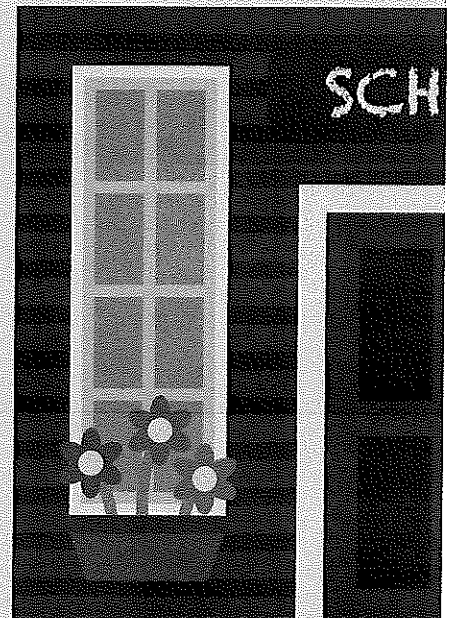
...of students in schools with gardens eat more fruits and vegetables

33.1%

...of students in schools that serve local food eat more fruits and vegetables

• Reduced food waste, emissions, screen time, diet-related diseases and health risks

• Improved ag awareness, willingness to try new foods, grades, test scores and hands-on experiences



NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M;
FFA.CS-N; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.SL.9-10.5; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.RI.9-10.4; CRP.02; CRP.04; CRP.05; CRP.06

Appendix 4: Ag 101: From Farm to School

Created: Spring 2020 by the National FFA Organization

Part 1

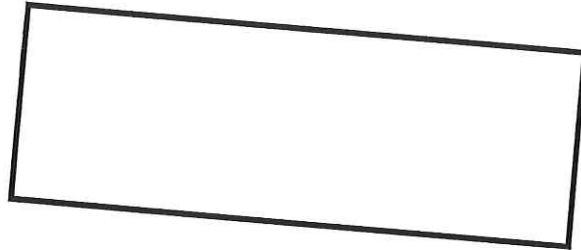
DIRECTIONS:

Read the article "Ag 101: From Farm to School" in the spring 2020 issue of *FFA New Horizons* and answer the questions below.



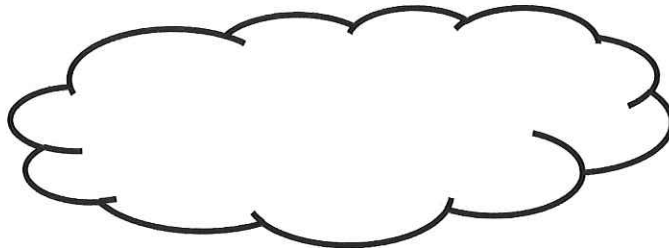
1) According to the National Farm to School Network, more than _____ in _____ children are at _____ for _____.

2) What is key to improving children's health?



3) Below are answers/facts from the article. Develop a question where these facts are the answer. *Write your response in the thought bubble below.*

- Procurement: Schools serve foods from local farms.
- School Gardens: Students participate in growing the food.
- Education: School programs teach about agriculture, health, food and nutrition.



4) Identify three impacts that the National Farm to School Network has had:



Arts/AV Classes

Week 2

Classes include Principles of Arts/AV and Communications, Photography, Yearbook, Audio/Video Production, TNT

Assignment for all classes.

All students need to write 3-5 paragraphs on how the Coronavirus is affecting them, their thoughts about missing school, life being turned upside down, challenges they are facing, etc...

If you have Edmodo, you may turn it in on there for Mr. Whitten or Mrs. Porter. If not, write it on notebook paper.

If you are in yearbook and can work on yearbook pages, please contact Mr. Whitten either at 903-563-4252 or email at jwhitten2@mpisd.net. All you need to have is a computer at home with internet service.

Here is the link for the yearbook

<http://sw.balfour.com/check.jsp?dest=http://sw.balfour.com/tops>

If you have any questions, email your teacher. We miss you all!
jwhitten2@mpisd.net, tporter@mpisd.net, dmccarley@mpisd.net

Automotive Tech Assignments

Automotive Tech 1

Heating Ventilation and Air Conditioning

Website: www.cdlearning.com

Course access code: E2E643

Assignment: For the week of April 6 Thru April 10, students should log into CDX and complete HVAC ASE Course Pre Test and Chapter 58. Within chapter 58 students should complete the pre test, all section quizzes, and end of chapter test.

Instructor Contact Info:

Zachary Strawbridge

zstrawbridge@ntcc.edu

Automotive Tech 2

Engine Repair and Diagnosis

Website: www.cdlearning.com

Course Access Code: B822B7

Assignment: For the week of April 6 Thru April 10, students should log into CDX and complete Chapter 15. Within Chapter 15, students should complete the chapter pre test, all section quizzes, and the end of chapter test.

Instructor Contact Info:

Zachary Strawbridge

zstrawbridge@ntcc.edu

Auto Body Assignments

Lesson Plan:

Carroll Shelby Auto Body Tech 1

Assignment:

Students are asked to watch a minimum of 5 YouTube videos involving auto paint and or body. They are then asked to send an email and a link for each video to their instructor Tony Whitworth with an in-depth analysis of what they learned from the video?

Contact email:

awhitworth@ntcc.edu

Lesson Plan:

Carroll Shelby Auto Body Tech 2

Assignment:

Students are asked to watch a minimum of 5 YouTube videos involving auto paint and or body. They are then asked to send an email and a link for each video to their instructor Tony Whitworth with an in-depth analysis of what they learned from the video?

Contact email:

awhitworth@ntcc.edu

Oil Industry & Economic Changes

Read the following article from Forbes, then complete the questions.

<https://www.forbes.com/sites/simonconstable/2020/03/24/oil-prices-could-plunge-to-10-a-barrel-swamp-storage-capacity-report-says/#579c94ae35ac>

Oil Prices Could Plunge To \$10 A Barrel, Swamp Storage Capacity, Report Says

Mar 24, 2020, Simon Constable, Forbes Business News

The prognosis for the oil patch just got worse.

The price of a barrel of crude oil could more than halve from current levels if the coronavirus pandemic isn't brought under control. Plus global oil storage facilities could quickly get overwhelmed, analysts say.

CRUDE OIL =
Naturally occurring, unrefined petroleum product. Used to make products such as gasoline, diesel and more.

Barclays explains as follows:

- “[...] if the virus situation continues to worsen, as it has recently, oil prices could fall to the \$10-15 range in the short term, barring a political intervention,” states a recent report from Barclays.

That would potentially put the price at less than half its recent price of around \$28 for a barrel of Brent crude. Brent is the European benchmark price and widely used outside the U.S.

\$10 Crude In the Cards

If Barclays worst case scenario of \$10 a barrel comes to fruition then even the lowest cost producers would be financially challenged. **At such ultra-low prices the sale price would be lower than the costs of production.** Clearly that's not something that could continue indefinitely.

Barclays estimates Saudi Arabia, the second largest oil producer, has a cost of production of \$3.50 a barrel. Theoretically, that means the Kingdom could make money even at \$10. But the problem is that Saudi is selling its crude oil at hefty discounts versus market prices. The Kingdom recently decided to up its production, and cut its prices, in an effort to gain market share from its competitors. However, if prices fall further then the Kingdom's strategy may run into financial problems.

Mrs. Scoggins: jscoggins@mpisd.net

Mrs. Davis: davisd@mpisd.net

Ms. McDowell: jmcowell@mpisd.net **Principles Remind App Code:** k8bgckb **BIM1 Remind App Code:** af9bkk

(Continued on next page)

Oil Producers Typically Slow to React

Oil producers have shown themselves to be slow to cut production in the face of a steep decline in oil prices, the Barclays report says. Sometimes it can take months before the pumping slows down.

That means that oil will likely continue spew out of the ground all over the globe at least for a while. Oil companies don't like stopping the wells because restarting them can be costly and time consuming.

That creates another problem. Soon there won't be anywhere to store the stuff.

- “We estimate global available onshore crude storage capacity at about 1.5bn barrels, which could be overwhelmed in less than ten months with our oversupply estimate of over 5mb/d [million barrels a day] for 2020.”

In other words, if oil companies don't stop pumping soon then the world will be awash in oil and the energy firms will be hurting.

ASSIGNMENT

Type or Write your response to the following questions, using the article.
You must write your answers in FULL SENTENCES!

1. Why is the price of a barrel getting cut almost in half?
2. Why are oil companies hesitant to stop production of oil, even during this time of surplus? (*already having too much oil*)
3. Why are Americans using less gasoline, since the beginning of the COVID-19 outbreak?

Construction

Construction Tech I and II

Go to Website <https://careertrend/students/>

Click on how to get jobs for teens in a construction company.

Read info then go to related articles below, read those also.

Practicum of Construction

Work on your OSHA 30 Hour Course

COSMETOLOGY

DISTANCE EDUCATION OVERVIEW

Distance Education: A formal instructional process in which the student and teacher are separated by physical distance and a variety of communication technologies are used to deliver instruction in theory to the student. Courses taught by distance education do not satisfy the requirements of the practical portion of the course curriculum.

Note: Distance Education hours are the only form of hours which can be completed without the presence of an instructor. If a student accrues hours by clock or credit, only the time system being used to account for distance education hours should be used to eliminate the possibility of duplicate credit for students.

INSTRUCTIONS

Students will need to contact Ms. Aleshia Rivera-Palomino at arivera@mpisd.net and provide a workable email. Once the email has been verified the student will be enrolled in the Distance Education Course and contacted through the email provided for further instructions.

Students will access their distance learning course either on a computer or a smart device. The first time they access or accept enrollment for the course needs to be on a computer.

Culinary

ALL 4 LEVELS OF CULINARY ARTS

WEEK 2: April 6th 2020

Chef Anker: kanker@mpisd.net

Mrs. Bradley: mbradley@mpisd.net

Intro-- Mrs. Bradley's classes only

1. Students are to get onto Edmodo to complete their tasks. Join the Remind account if you have not already done so.

Edmodo	Remind (81010)
fvuwks	@66da7fa

Culinary Arts -- Chef Anker 2nd/3rd period only

Remind: 81010 text message: @hf3k6d

1. Cabinet Hunt- Some of these cabinets out there are probably getting bare, I know mine at home is...Invent a recipe from only the things you have in your house right now. Write out the recipe made for 4 servings. Remember that recipes have a name, ingredients AND instructions. ***If you make the recipe and send a picture through remind you do not have to do the written work.

Advanced Culinary Arts -- Chef Anker 7th/ 8th period only

Remind: 81010 text message: @823e42

1. Now that you've gotten your menu items picked and described find recipes for the appetizers and cost them out like we did in class. If you don't want to write out the recipes you may find them online but you still need to cost them.
3 Appetizers 3 Entrees 5 sides 3 desserts 5 beverages

-make only a list of your items with a short but appetizing description under each item.

Practicum in Culinary Arts – Chef Anker 4th/5th/6th period only

Remind: 81010 text message: @39gghd

ASIA: It's bigger than you think! There are 50 countries within this biggest continent in the world.

1. UPDATE: Pick another country but this time pick one that you've never hear of or that is not well known. Pick 1 country and write one page for each country that includes the topography (important to food supply) customs involving-service , food, & hospitality, type of safety & sanitation regulations, and lastly a recipe for something you would love to try or love to eat already. *Remember that recipes include a Title, ingredients with quantities, & instructions.

A LITTLE SURPRISE IF YOU LOOKED AT THE 2ND PAGE.....Any of Chef Anker's Culinary and Practicum classes can get out of the writing part of the assignments by creating a recipe and sending a picture to the remind for their class.

If you don't use your cooking skills you start to lose them....and if you don't try your food I won't actually know it but I highly encourage you to taste as you go! Hope everyone is well! We miss you all!!



Mrs. Sweeden's Education and Training

This week will be very similar to last week. I miss you all and cannot wait to get back in the classroom with you.

Practicum: Seniors Online classes as usual. Coach Sweeden has your books if you have not already picked one up.

Instructional Practices: Search for educational resources that address the issues of technology in the classroom. Obviously we are in a time that technology is on the frontlines of education. Write a journal entry on your website that addresses important issues in educational technology and answers the following questions: What are some benefits? How about the drawbacks of technology.

Human Growth and Development: Watch one episode of Supernanny and summarize the areas of learning and development addressed in the show. Be sure to include the title(Family name) and season/ episode number in your response. Submit your summary to tsweeden@mpisd.net on google docs.

Principles of Education: You will finish your certification for OSHA 10 hour. List ways to make your home safer for everyone as you finish your videos. Submit your list to tsweeden@mpisd.net on google docs.

If you have any questions, you can email me. Love you all!

The Sweed

Mount Pleasant High School
Electrical Program
tdavis@mpisd.net
903-434-8385
Assignments
March 30, 2020

Elec Tech I – tdavis@mpisd.net

- Students shall continue practicing their wiring diagrams. Students shall have at least three different wiring diagrams ready to submit. The student can decide what three they would like to submit.

Examples, (show your power source with every diagram)

1. 15/125V Single Receptacle
2. 15/125V Single Pole Switch to Control a Single Light and/or two lights
3. 15/125V Duplex Receptacle
4. 15/125V Three-way system to control a single light
5. 15/125V Single pole Switch to control a Duplex Receptacle
6. 15/125V Single Pole Switch to control the bottom half of a Duplex Receptacle while the top half remains hot
7. 15/125V Four-way system to control a single light
8. 120/240V Single Phase Meter Loop. No ampacity given. Student should draw the overhead service and label components/materials

Elec Tech II – Dual Credit – tdavis@mpisd.net

- Students will continue to work through their Units. Answer review questions and take Unit test online. Students should be working toward completing Unit 12.
- Please email me if they cannot access the internet.

Prac in Elec Tech – tdavis@mpisd.net

- Students to continue to answer review questions and complete their online test as they finish a chapter. Take some time now and make sure you're all caught up on black board. All Dual Credit students should have Chapters 1 – 6 review questions and test submitted.
- Students to read and complete Chapter 7 review questions and online test. Due date is April 8, 2020.
- Please email me if you cannot access the internet.

Fashion Design

Week 2: April 6-10, 2020

All classes need to check Edmodo and iCEV.

Only create a new account if you can't get a hold of me through Remind, Edmodo or email.

On Edmodo

Task 1: Red Carpet Sketch

Task 2: Shop Your Closet activity

Task 3: Project Runway reflection

Margaret Bradley

Family and Consumer Sciences

Mt. Pleasant High School, MPISD

mbradley@mpisd.net

FRESHMAN SKILLS ASSIGNMENTS

Mrs. Lockett (dlockett@mpisd.net)

Mrs. Fry (sfry@mpisd.net)

Coach Kenney (409-749-0336)

Coach Conley (dconley@mpisd.net)

CAREER CLUSTER #10-----HUMAN SERVICES---week 2

Definition: this cluster helps people, families and communities. Whether you want to be a social worker, a childcare provider or a hairdresser, you will be addressing human needs.

WHAT CLASSES CAN I TAKE IN HIGH SCHOOL TO HELP ME GET HERE:

FCCLA member, FBLA member, Intro to Human Services

CAREERS: Child Care Worker, Hairdresser, Counselor, Funeral Home Attendant, Dressmaker, Personal Care Aide, Barber, Health Educator

ASSIGNMENT: Answer the questions below:

1. The Human Services Career Cluster focuses on helping people. How do you help others? _____
2. When you think of Human Service careers, what type of jobs do you think of? _____
3. Name two business in our town that offer help to assist families in need?

4. What is a non-profit business/organization?

5. Name one non-profit business in our town?

WEEK 2-----WE WILL BEGIN LOOKING AT RESUMES.

SOME STUDENTS HAVE INFORMATION TO MAKE A RESUME, WHEREAS SOME WILL NOT. ANSWER THE FOLLOWING QUESTIONS BELOW, THE ANSWERS WILL BE USED TO COMPOSE A RESUME LATER.

1. NAME _____

2. LIST ANY EXTRA-CURRICULAR ACTIVITIES

3. FUTURE EDUCATIONAL PLANS (if you have any) _____

4. WHAT SKILL DO YOU HAVE (what are you good at?) _____

5. WHO MANY LANGUAGES DO YOU SPEAK? _____

Time Management Worksheet Questions

Directions: Using your Time Management Worksheet, answer the questions below.

1. What time did you have lunch on Wednesday? _____
2. How many hours do you spend on homework, your phone, or watching television? _____
3. Do you have dinner at the same time every night? _____
4. What time did you wake up on Tuesday? _____
5. How many activities do you do during a normal day? _____

Home Assignment 2020 Week 2 Health Science

PHS w/ MRS AYERS AND MRS BUMPUS Week 2 (Mrs. Ayers class also finish OSHA certification)

Summary of Ch 1 & 2 Read the following information & make a quizlet or flashcards

1. Florence Nightingale – founder of modern nursing due to her early efforts to establish good nursing standards.
2. Hippocrates – Father of Medicine, created the oath of medical ethics (Hippocratic Oath). Believed in holistic care and that diet, rest, & cleanliness is needed for the healing process.
3. To decrease Sudden Infant Death Syndrome (SIDS) - Place infants on their back to sleep, educate on the *Back to Sleep* campaign (decreased deaths by 50%), no bumpers, stuffed animals, or pillows in crib, do not have home too hot, no smoking.
4. Antioxidants promote good health by reducing cell deterioration & may contribute to disease prevention.
5. Chronic – long-lasting
6. Acute – short term
7. Pacemaker – regulates heartbeats
8. Catheters – tiny tubes
9. Laparoscopic operations - use tubes w/ cameras/tools and require very small incisions.
10. Patient Protection and Affordable Care Act (Affordable Care Act or Obama Care) signed into law to provide insurance for a larger number of Americans.
11. Postsecondary education – education past high school (community, vocational/tech colleges, universities, etc)
12. Accreditation – official recognition from a professional association that an educational program meets minimum educational standards for an occupation.
13. Credentials – documents proving a person’s qualifications for a particular occupation. (ex: certification *CNA*, licensure *LVN*, & registration *RN*).
14. Confidentiality – the legally protected right of patients to have their personal & medical information kept private.
15. Competent – capable
16. Medical Assistants may perform administrative and clinical tasks such as scheduling, filing, billing, recording V/S, assisting w/ exams, collecting specimens.
17. Internship – spending time at a healthcare facility performing the skills they have learned at school.
18. Employability skills include completing an application & interview, professionalism, trustworthiness, good attitude.
19. Resume – short, one-page document that contains your accomplishments & experiences.
20. HOSA – Future Health Professionals is a career & technical student organization, which helps develop leadership skills, learn more about a career, & participate in opportunities.

Mrs. Bumpus Health Science Theory Week 2--This week, I want you to read this sheet to help you review the CPR that we have been learning prior to spring break. Below the CPR review is a summary of information that is going to be covered in Chapter 13 in the textbook. Chapter 13 is called “Assisting with Mobility.”

CPR: Hands-only CPR is performed by untrained people who need to do life-saving chest compressions in victims with cardiac arrest and involves performing chest compressions at a rate of 100 to 120 compressions per minute.

Conventional CPR is performed by those who have been trained in CPR. This type of CPR includes rescue breathing at a rate of 30 compressions to 2 rescue breaths for adult victims whether there is 1 or 2 rescuers.

Conventional CPR in children and infants has a ratio of 15 compressions to 2 rescue breaths for one rescuer and 30 compressions to 2 breaths with 2 rescuers.

Early defibrillation increases the chances of survival by up to 3 to 4 times greater than CPR without defibrillation. Defibrillation is used to shock abnormal rhythms known as ventricular fibrillation and ventricular tachycardia. An AED (automated electronic defibrillator) is used to deliver a shock as needed and will guide you through the steps of using the

defibrillator. You only need to make sure the defibrillator is on and then follow the steps as it lists them for you. Stay clear of the patient (do not touch them) while the AED is analyzing the heart rhythm and delivering a shock.

To deliver rescue breaths, use personal protective equipment (PPE) which includes either a pocket mask or a bag-mask device and perform a head-tilt, chin-lift to open the airway and deliver two breaths, each over 1 second. Be sure not to deliver breaths too fast or with too much air volume so that the stomach does not get filled up with air because that could cause vomiting which could get into the victim's lungs and interfere with adequate chest compressions.

Don't forget what you already have learned. We will finish up CPR training and get you all certified once we are back in class together.

Chapter 13 Summary: This chapter discusses the appropriate ways to assist patients who have problems with mobility which means how they move around like walking, moving in bed, or even getting up from sitting or lying down to standing. Exercise, walking, active and passive range of motion activities help improve mobility and keep muscles stronger so that the muscles don't atrophy. Atrophy means that the muscles aren't being used and start to get smaller and weaker which can make movement more difficult. Next week, we will learn more specific information about assisting with mobility including learning some new terminology about mobility and movement.

I will create a quizlet for both the CPR review and for Chapter 13: Assisting with Mobility that you can access if you have internet access. If you don't have access to the internet at home, it's okay. These are just extra learning tools for you but are not required while we are conducting home based schooling. Just remember that I am here for you. If you have any concerns or questions, don't hesitate to reach out and email me at sbumpus@mpisd.net. I will try to answer emails the same day. We'll get through this!

Practicum 1: Please continue to study your EKG material on nhanow.com using your individual logins. Use the focused reviews from the previous two practice tests as well as the modules and notes you have taken. You may go ahead and access the next practice test 'version A' at home. I strongly encourage you to take notes as you go and write down the questions that you get wrong, or take screenshots, so that you can use that to study. I will be able to monitor your progress and scores on NHA. Please continue studying the EKG quizlet I made as well. Take care and be safe! -Mrs. McCall

Practicum 2- M.A.: Medical Assisting – Check your Remind for your CCMA exam practice assignment. You can message me on Remind (2/3 period @mrsaayer (no "s) or 4/5 period @ccma45) or email me at aayers@mpisd.net if you have any questions. Stay safe! Mrs. Ayers

Practicum 2-C.N.A.- Continue working on the websites for your written test and practicing your skills with family. You may contact me if you have any questions at any time. PLEASE notify me immediately if you receive an email from the testing center rescheduling your certification test date. Please stay safe!!

Anatomy & Physiology- Summary of Crash Course video over Blood Vessels Part One- the circulatory system works as network to send blood throughout your body. Your blood vessels are active and dynamic organs which react to contract and expand. Your three types of blood vessels are Arteries, Veins, and Capillaries. These brake down further with the following order- when blood leaves the Aorta it goes to Arteries -Arterioles-Capillaries-Venules-Veins-Superior/Inferior Vena Cava. Pressure is greatest in the Arteries and least in Veins. The largest Artery is the Aorta. Muscular arteries distribute blood to specific body parts and account for most of your named arteries. Veins in your arms and legs contains valves to prevent backflow due to working against gravity. Your capillaries are the relay station for nutrients, gas exchange, waste products. Capillaries help regulate your blood pressure and thermoregulation, Your vessels have three layers of tissue (beginning at the innermost layer) 1) Tunica Intima- consist of endothelium as the heart/ simple squamous tissue; 2) Tunica Media- consists of smooth muscle/ regulated by the Autonomic Nervous System/ vasoconstriction-blood vessel decreases in diameter (cold)/ vasodilation- blood vessel increases in diameter (working out)/ plays a key role in blood pressure; 3) Tunica Externa- protects and reinforces the vessel. Takes one full minute for your blood to travel throughout your entire body. During a 24-hour period, you will have 7,500 liters of blood flow through your body.

LAW ENFORCEMENT

Principles of Law - Law Enforcement 1- Law Enforcement 2 - Forensic Science WEEK 2

Principles of Law/Chamness:

DIRECTIONS:

Log onto iCEV Online – www.icveonline.com

Review all powerpoints and watch all videos pertaining to the topics listed below:

- 1) Citizenship Basics
- 2) Civil Liberties

When complete, finish all activities and assessments found under the interactive tab.

Law Enforcement 1/Chamness:

DIRECTIONS:

Log onto iCEV Online – www.icveonline.com

Review all PowerPoints and watch all videos pertaining to the topics listed below:

- 1) Cost of Education and Training
- 2) Crime Prevention Strategies

When complete, finish all activities and assessments found under the interactive tab.

Law Enforcement 2/Bailey:

DIRECTIONS:

Log into your MyEagle Portal on NTCC website - <https://ntcc.onelogin.com/>

*Your log-in is your last name + the last 3 #'s of your social security, your password is your 8 digit birthday.

Example: ebailey108
04121992

Explore your Blackboard account under the CRIJ 1307.042.043DC, paying attention to any TAB entitled CH 12. **Please email me for further instruction if needed!**

Forensic Science/Parker:

DIRECTIONS:

Log onto Schoology – www.schoology.com

Complete the assignment in the red folder for 3/30/2020. Check resources folder, if needed, for any additional resources to help you complete your assignment.

INSTRUCTOR CONTACTS:

Elizabeth Bailey: ebailey@mpisd.net - Law Enforcement 2

Ricky Chamness: rhamness@mpisd.net - (903) 285-1956 - Principles of Law, Law Enforcement 1

Sadonna Parker: sparker@mpisd.net - Forensic Science

Principles of Human Services

Week 2: April 6-10, 2020

All students need to check Edmodo on a regular basis. Also join the class remind if you haven't done so already. I included the class code if you need to create an account.

Only create a new account if you can't get a hold of me through Remind, Edmodo or email.

On Edmodo

Task 1: Random Act of Kindness

Task 2: Creative Color Wheel

Task 3: Self Care and meditation

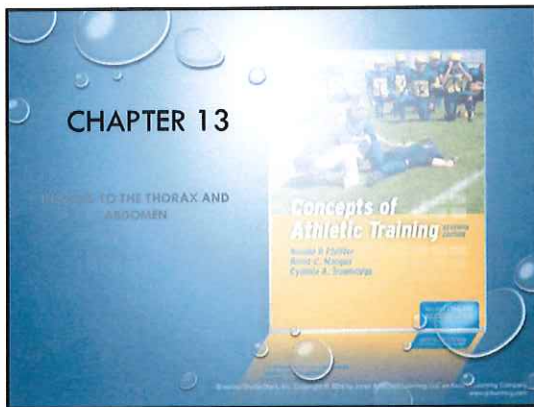
Edmodo	Remind (81010)
atq9nj	@ac8fa2

Margaret Bradley

Family and Consumer Sciences

Mt. Pleasant High School, MPISD

mbradley@mpisd.net



ANATOMY REVIEW

THORACIC CAGE HAS 12 PAIRS OF RIBS.

- THE FIRST 7 PAIRS CONNECT DIRECTLY TO STERNUM.
- PAIRS 8 THROUGH 10 CONNECT VIA COMMON COSTAL CARTILAGE.
- PAIRS 11 AND 12 ARE "FLOATING RIBS."

MAJOR THORACIC JOINTS INCLUDE:

- INTERVERTEBRAL.
- STERNOCOSTAL.
- COSTOCHONDRAL.
- STERNOCLAVICULAR.

ANATOMY REVIEW

MUSCLES OF THE TRUNK INCLUDE:

- INTERNAL AND EXTERNAL INTERCOSTALS.
- PECTORALIS MAJOR & MINOR.
- RECTUS ABDOMINIS.
- INTERNAL/EXTERNAL OBLIQUES.
- TRAPEZIUS.
- RHOMBOIDS.
- LATISSIMUS DORSI AND OTHERS.

ANATOMY REVIEW

INTERNAL THORACIC ORGANS & MAJOR BLOOD VESSELS:

- HEART, PERICARDIUM, & VESSELS.
 - THORACIC AORTA.
 - PULMONARY ARTERY & VEINS.
 - VENA CAVA.
- LUNGS & PLEURA.
 - DIAPHRAGM
- TRACHEA & ESOPHAGUS.
- THYMUS GLAND.
- LYMPH NODES.

ABDOMINAL QUADRANTS

ABDOMINAL ORGANS AND STRUCTURES

RIGHT UPPER:

- LIVER, GALLBLADDER, AND RIGHT KIDNEY.

RIGHT LOWER:

- APPENDIX AND ASCENDING COLON.

LEFT UPPER:

- STOMACH, SPLEEN, LEFT KIDNEY, AND PANCREAS.

LEFT LOWER:

- DESCENDING COLON.

RIB FRACTURE

SIGNS AND SYMPTOMS

- EXTREME LOCALIZED PAIN THAT IS AGGRAVATED BY SNEEZING, COUGHING, AND FORCED INHALATION.
- ATHLETE GRASPS CHEST WALL AT POINT OF INJURY.
- MILD SWELLING AT SITE; THERE MAY BE BONY DEFORMITY.
- BREATHING DIFFICULTIES; RAPID SHALLOW BREATHING.

FIRST AID

- MONITOR VITAL SIGNS AND WATCH FOR RESPIRATORY DISTRESS.
- TRANSPORT TO MEDICAL FACILITY.

STERNUM FRACTURES

- RELATIVELY UNCOMMON, BUT POTENTIALLY LIFE THREATENING.
- THE POSSIBILITY OF AN AIRWAY OR MAJOR VESSEL OBSTRUCTION EXISTS IF FRACTURE MOVES POSTERIOR.
- FLAIL CHEST
 - LOSS OF STABILITY OF THORACIC CAGE.

FIRST AID

- MONITOR VITAL SIGNS AND WATCH FOR RESPIRATORY DISTRESS & TRANSPORT TO MEDICAL FACILITY.

HEART INJURIES

• COMMOTIO CORDIS

- ATHLETE IS HIT IN THE CHEST AND THE IMPACT IS TIMED EXACTLY WITH THE REPOLARIZATION PHASE OF THE CONTRACTING HEART, IT IS POSSIBLE FOR THE ATHLETE TO EXPERIENCE VENTRICULAR FIBRILLATION LEADING TO DEATH.
- MORE PREVALENT IN MALE YOUTH
- EMERGENCY ACTION PLAN AND USE OF AED DEVICE IS THE MOST PRACTICAL WAY TO SAVE THE LIVES.

HYPERTROPHIC CARDIOMYOPATHY

- QUESTIONS IN THE CASE OF A SUSPECTED HEART CONDITION:
- HAVE YOU EVER PASSED OUT OR NEARLY PASSED OUT AFTER OR DURING EXERCISE?
- HAVE YOU EVER HAD DISCOMFORT, PAIN, OR PRESSURE IN YOUR CHEST DURING EXERCISE?
- DOES YOUR HEART RATE OR SKIP BEATS DURING EXERCISE?
- HAS A DOCTOR EVER TOLD YOU THAT YOU HAVE A HEART MURMUR?
- HAS A DOCTOR EVER ORDERED A TEST FOR YOUR HEART?
- HAS ANYONE IN YOUR FAMILY DIED FOR NO APPARENT REASON?
- DOES ANYONE IN YOUR FAMILY HAVE A HEART PROBLEM?
- HAS ANY FAMILY MEMBER OR RELATIVE DIED OF HEART PROBLEMS OR OF SUDDEN DEATH BEFORE AGE 50?

OTHER CARDIAC DEFECTS

- MARFAN SYNDROME - CONNECTIVE TISSUE DISORDER TYPICALLY ASSOCIATED WITH THE VERY TALL ATHLETE (MALE AND FEMALE) THAT IMPOSES A GREATER RISK FOR SUDDEN CARDIAC DEATH IN ATHLETES DUE TO A NUMBER OF CARDIAC IMPLICATIONS
- ANABOLIC ANDROGENIC STEROID USE CAN POTENTIALLY ALTER THE HEART, CAUSE CARDIAC HYPERTROPHY, AND CREATE STRUCTURAL ABNORMALITIES IN THE VENTRICLES

LUNG INJURIES

- PULMONARY CONTUSIONS MAY OCCUR AS COMPLICATION OF RIB OR STERNUM FRACTURE OR OTHER TYPE OF LUNG INJURY.
- FRACTURED RIB CAN PUNCTURE PLEURAL SAC, CAUSING PNEUMOTHORAX (AIR INTO SAC CAUSING COLLAPSED LUNG).
 - SPONTANEOUS PNEUMOTHORAX CAN OCCUR WITHOUT TRAUMA (REPORTED IN WEIGHT LIFTERS AND RUNNERS).
- HEMOTHORAX OCCURS WHEN FRACTURED RIB PUNCTURES LUNG (AIR AND BLOOD COLLAPSES LUNG).
 - THIS CONDITION CAN BE LIFE THREATENING.

LUNG INJURIES

SIGNS AND SYMPTOMS

- SEVERE PAIN IN CHEST, SOMETIMES RADIATING TO THORACIC SPINE.
- BREATHING PROBLEMS (DYSPNEA).
- MAY HAVE NONPRODUCTIVE COUGH AND TACHYCARDIA.

FIRST AID

- TREAT FOR SHOCK.
- MONITOR VITAL SIGNS.
- TRANSPORT TO MEDICAL FACILITY IMMEDIATELY.

INTERNAL INJURIES TO ABDOMINAL ORGANS

SIGNS AND SYMPTOMS

- INTENSE PAIN OR REBOUND PAIN IN ABDOMINAL QUADRANT.
- INTERNAL HEMORRHAGING AND ABDOMINAL RIGIDITY.
- REFERRED PAIN TO SHOULDER OR LOW BACK.

FIRST AID

- MONITOR VITALS AND REFER ATHLETE TO A MEDICAL FACILITY.

INTERNAL INJURIES TO THE KIDNEYS

- THE KIDNEYS ARE LOCATED POSTERIORLY AND SOMEWHAT INFERIORLY ON EACH SIDE OF THE ABDOMEN.
- KIDNEYS ARE SUSCEPTIBLE TO BLUNT TRAUMA DIRECTED AT THE LOWER BACK.
 - BE ALERT FOR HEMATURIA (BLOOD IN URINE).
- KIDNEYS MAY ALSO BE INJURED AS A RESULT OF HEAT ILLNESS OR OVERUSE OF NON-STEROIDAL ANTI-INFLAMMATORIES.

INTERNAL INJURIES TO THE SPLEEN

- THE SPLEEN SERVES AS A RESERVOIR FOR RED BLOOD CELLS.
- SUSCEPTIBLE TO BLOWS IN THE LEFT UPPER QUADRANT.
- IT HAS AN ABILITY TO "SPLINT" OR PATCH ITSELF WHEN LACERATED BUT CAN RUPTURE.
 - BE ALERT FOR KEHR'S SIGN (RADIATING PAIN TO LEFT SHOULDER).
- ATHLETE RECOVERING FROM MONONUCLEOSIS MUST BE CLEARED BY A PHYSICIAN TO RETURN TO PARTICIPATION BECAUSE SPLEEN IS VULNERABLE.

OTHER INTERNAL INJURIES

- IF AN ATHLETE IS EXPERIENCING CHRONIC PAIN IN THE SAME LOCATION OF ABDOMEN, THE ATHLETE SHOULD SEE A PHYSICIAN AS SOON AS POSSIBLE.
 - ACUTE APPENDICITIS
 - LOSS OF APPETITE AND GENERALIZED ABDOMINAL PAIN.
 - NAUSEA AND POSSIBLY VOMITING, FEVER.
 - AS PROGRESSES SEVERE PAIN IN THE LOWER RIGHT QUADRANT.
 - IMMEDIATE TRANSPORT TO HOSPITAL.

OTHER INTERNAL INJURIES

- EXERCISE-RELATED TRANSIENT ABDOMINAL PAIN (ETAP) IS A PROBLEM COMMONLY CALLED "SIDE ACHES" OR "STITCH IN THE SIDE" BY ATHLETES.
- THIS PROBLEM TYPICALLY OCCURS DURING RUNNING EARLY IN AN EXERCISE REGIMEN OF AN UNCONDITIONED ATHLETE.
- THE ACTUAL CAUSE HAS NOT BEEN EXACTLY DETERMINED, BUT DIFFERENT HYPOTHESES HAVE BEEN PUT FORTH.
 - VENOUS STRETCH REFLEX OR GAS/FECAL MATTER.

REVIEW QUESTIONS

1. TRUE OR FALSE: MEN AND WOMEN HAVE THE SAME NUMBER OF RIBS.
2. EXPLAIN THE DIFFERENCE BETWEEN TRUE RIBS AND FLOATING RIBS.
3. LIST THE FIVE MAIN JOINTS OF THE THORAX.
4. TRUE OR FALSE: BOTH LUNGS ARE THE SAME SIZE AND CONFIGURATION.
5. WHAT IS THE NAME OF THE ENCLOSED SPACE WHERE EACH LUNG IS LOCATED?
7. EXPLAIN THE DIFFERENCE BETWEEN A PNEUMOTHORAX AND A HEMOTHORAX.
8. NAME THE INFECTION, PREVALENT AMONG COLLEGE-AGED STUDENTS, THAT CAUSES THE SPLEEN TO ENLARGE, REQUIRING THE ATHLETE TO REDUCE PHYSICAL ACTIVITY UNTIL THE SPLEEN IS ONCE AGAIN NORMAL.

STEM

Principles of Engineering | Engineering Design I & II | Practicum in Engineering | Manufacturing Engineering | Practicum in Manufacturing | Programming I

Week of April 6th | Assignments are listed by class | Emails: dmccarley@mpisd.net | jjones@mpisd.net

Principles of Engineering

The SOLIDWORKS application includes user interface tools and capabilities to help you create and edit models efficiently, including: Windows Functions – The SOLIDWORKS application includes familiar Windows functions, such as dragging and resizing windows. Many of the same icons, such as print, open, save, cut, and paste are also part of the SOLIDWORKS application.

SOLIDWORKS Document Windows – SOLIDWORKS document windows have two panels. The left panel, or Manager Pane, contains:

SOLIDWORKS Fundamentals – Displays the structure of the part, assembly, or drawing. Select an item from the FeatureManager design tree to edit the underlying sketch, edit the feature, and suppress and unsuppress the feature or component, for example.

FeatureManager@ design tree – Provides settings for many functions such as sketches, fillet features, and assembly mates.

PropertyManager – Lets you create, select, and view multiple configurations of parts and assemblies in a document. Configurations are variations of a part or assembly within a single document. For example, you can use configurations of a bolt to specify different lengths and diameters.

ConfigurationManager – Lets you create, select, and view multiple configurations of parts and assemblies in a document.

Configurations are variations of a part or assembly within a single document. For example, you can use configurations of a bolt to specify different lengths and diameters.

Engineering Design I

Email me if you want to download SolidWorks. A good way to spend some time is perusing www.instructables.com .

Another good way to spend some time is learning to code on www.code.org . Send me an email and I can help you get set up. jjones@mpisd.net

We have time to put in orders for the future, whatever that may be, so those of you who will be in the class next year need to be thinking about projects that you would like to do. Email me your ideas in the following format:

Topic:

Source of inspiration: please put a website if you saw it on one

Why: convince me that this is a good use of our time

Engineering Design II & Practicum in Engineering

Email me if you want to download SolidWorks. A good way to spend some time is perusing www.instructables.com .

Another good way to spend some time is learning to code on www.code.org . Send me an email and I can help you get set up. jjones@mpisd.net

We have time to put in orders for the future, whatever that may be, so those of you who will be in the class next year need to be thinking about projects that you would like to do. Email me your ideas in the following format:

Topic:

Source of inspiration: please put a website if you saw it on one

Why: convince me that this is a good use of our time

Manufacturing Engineering & Practicum in Manufacturing

Please log on to www.learnamatrol.com and continue your lessons and tests. I will be watching and will reset your tests when needed. Send me an email if you have any questions. jjones@mpisd.net

Programming I

Please log on to www.code.org and continue your lessons. Send me an email if you have any questions. jjones@mpisd.net