

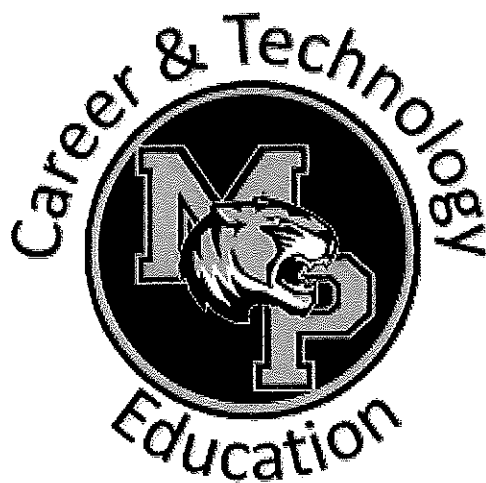
MPHS CTE

Week 4/13-4/17

Ag Science Packet

Week of April 13th through April 17th

Directions: If you are taking any class instructed by Mr. Rice, Mrs. Coberley, Ms. Hearron and Mr. Hunnicutt please do the following assignment. There is an article called “Plant Based Protein” by Justin Davey. Please read the article then answer the questions on the following pages. The questions page is labeled “Appendix 3: Plant Based Protein”. The internet is not required for this assignment, please answer the questions to the best of your abilities after reading the article. If you have any questions pertaining to the assignment, email your following teacher. trice@mpisd.net , shearron@mpisd.net , mcoberley@mpisd.net or shunnicutt@mpisd.net



THE feed

TALKING POINTS:

Plant-Based PROTEIN

FOOD INDUSTRY HEAVYWEIGHTS ARE GETTING ON BOARD WITH THE PLANT-BASED PROTEIN TREND. TYSON FOODS, FOR EXAMPLE, ANNOUNCED THE COMPANY'S ENTRY INTO THE MARKET THROUGH ITS VENTURE CAPITAL FUND. HERE, JUSTIN RANSOM, SENIOR DIRECTOR OF SUSTAINABLE FOOD STRATEGY AT TYSON, GIVES SOME PERSPECTIVE.

Q: WHAT'S THE DIFFERENCE BETWEEN ANIMAL AND PLANT PROTEIN?

A: Animal proteins are considered complete protein sources, meaning they contain all the essential amino acids our bodies need in adequate amounts and can't make on their own. Most plant proteins like beans, grains and nuts are considered incomplete proteins, which means they are missing at least one of the essential amino acids or do not have them in the correct amounts. (There are exceptions, such as soy.)

Q: WHAT HAS CAUSED PLANT PROTEIN'S POPULARITY?

A: People from all regions of the country are seeking new ways of making protein a bigger part of their diet, including plant protein. Our research shows that 60 percent of people are actively trying to add more protein to their diets, and nearly 40 percent are looking to add more plant protein. Plant protein foods are appealing because people are aware of their positive health benefits.

Q: HOW HAS TYSON FOODS ENTERED THE PLANT-BASED PROTEIN MARKET?

A: We began through venture capital investment in start-ups, then last summer, we launched our first alternative protein products under the Raised & Rooted brand. They

include nuggets made with a blend of pea protein, bamboo fiber, egg white and golden flaxseed, and blended burgers that combine 100 percent Angus beef with pea protein isolate. Our nuggets contain 5 grams of fiber and 33 percent less saturated fat than regular USDA white-meat chicken nuggets. The new patties have less saturated fat and fewer calories than a traditional burger. And they taste amazing.

Q: HOW IS THE PLANT-BASED PROTEIN TREND CHANGING THE AGRICULTURE INDUSTRY?

A: Demand for protein is growing, including alternative protein growing double digits. What's most exciting for Tyson Foods is that among the 75 percent of consumers who are open to or actively adding plant protein to their diets, nearly all plan to continue eating traditional meat products. In fact, our initial analysis of buying behavior suggests that the alternative protein category is among the most incremental to our core businesses.

The question becomes, how will the ag industry respond to feeding our growing population and will it do so sustainably? Tyson Foods is convening some of the greatest minds in industry, agriculture and academia around this topic, where designing the most sustainable food system possible across all proteins is the goal.

— By Justin Davey

CALENDAR

Feb. 22-29:

NATIONAL FFA WEEK

Each year, FFA chapters around the country celebrate National FFA Week by sharing what FFA is and the impact it has on members. Visit FFA.org/National-FFA-Week for more, including our new FFA Week Implementation Guide.

Feb. 25: GIVE FFA DAY

Make a difference for FFA and agricultural education with a Give FFA Day donation. Participate in the 24-hour online fundraiser at FFA.org/GiveFFADay.

Feb. 27: ALUMNI DAY

Celebrate your local FFA Alumni and Supporters! If you are a former student member, let us know at FFA.org/CheckIn.

March 1: LIVING TO SERVE DAY OF SERVICE MINI-GRANT APPLICATIONS DUE

Looking for an opportunity to seek funding to support a local service event? Grant applications are due the first of each month. Learn more at FFA.org/LivingToServe.

March 24: NATIONAL AG DAY

Every year, producers, agricultural associations, corporations, universities, government agencies and many others join together to recognize the contributions of agriculture. Check out AgDay.org for ways to participate.

March 24:

NATIONAL FFA ALUMNI AND SUPPORTERS REGIONAL DEVELOPMENT CONFERENCE

Visit FFA.org/GoToRDC to reserve your spot at the National FFA Alumni and Supporters Regional Development Conference in Bozeman, MT. Registration closes April 6.

April 30:

LIVING TO SERVE CHAPTER CHALLENGE

Don't miss the opportunity to help FFA reach 930,000 hours of service before the next convention! Check out which state is winning the challenge at FFA.org/ChallengeAccepted.

May 1-2:

NATIONAL FFA ALUMNI AND SUPPORTERS REGIONAL DEVELOPMENT CONFERENCE

Reserve your spot for this RDC in Munnsville, N.Y. Registration closes April 19. Visit FFA.org/GoToRDC for more.

NAME: _____

Aligned to the following standards:
CS.02; CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PG-J; FFA.CS-N; AG2; AG5; CCSS.ELA.SL.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.RI.9-10.4; CRP.02; CRP.04; CRP.06; CRP.08

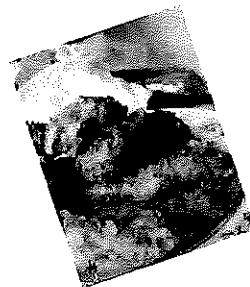
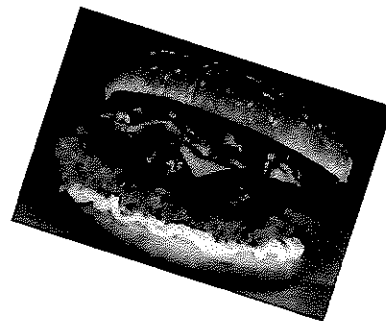
Appendix 3: Plant-Based Protein?

Created: Spring 2020 by the National FFA Organization
Part 1

DIRECTIONS:

Read the article "Talking Points: Plant-Based Protein" in the spring 2020 issue of *FFA New Horizons* and complete the following activities.

1. What is the difference between animal and plant protein?
 - a. Plant protein is unhealthy.
 - b. Animal protein is unhealthy.
 - c. All animal proteins contain all the essential amino acids our bodies need.
 - d. Plant protein contains all the essential amino acids our bodies need.
2. What percent of people are trying to add more protein to their diets?
 - a. 20%
 - b. 40%
 - c. 60%
 - d. 80%
3. What major company has entered the plant-protein market?
 - a. Perdue chicken
 - b. Tyson Foods
 - c. Hormel
 - d. Monsanto
4. What percentage of consumers are open to adding plant protein to their diets?
 - a. 15%
 - b. 25%
 - c. 50%
 - d. 75%
5. What percent of people are trying to add more plant protein to their diets?
 - a. 20%
 - b. 40%
 - c. 60%
 - d. 80%

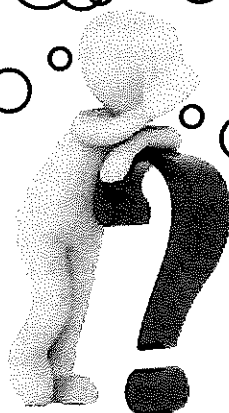


Would you be willing to try a product that comes from a plant-based protein? Why or why not?

Why do you think plant-based protein is becoming so popular?

Where else have you heard about plant-based protein?

What other companies are using plant-based protein?



Arts/AV Classes

Week 3 - Assignment for all classes.

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

Basic Camera Shots and Angles

Matching

- | | |
|-----------------------|---------------------------|
| a. Close-Up | h. Wide Shot |
| b. Medium Shot | i. Extreme close-up |
| c. Long Shot | j. Over the shoulder Shot |
| d. High Angle Shot | k. Two Shot |
| e. Low Angle Shot | l. Three Shot |
| f. Eye-level Shot | m. Reaction Shot |
| g. Reverse Angle Shot | |

- ___ 1. shows the entire object or person and their relation to what surrounds them
- ___ 2. subject is shot from behind the shoulder of another
- ___ 3. shot is taken from an opposite 180° angle to the previous one
- ___ 4. camera is placed at the same height as the eyes of the characters
- ___ 5. the audience looks up on a person
- ___ 6. the audience can see the whole body of the person as well as some surroundings
- ___ 7. only a small part of a character can be seen, such as their head or hands
- ___ 8. the audience looks down on a person
- ___ 9. shows a character's reaction to the shot that has preceded it
- ___ 10. the audience can only see characters from the waist up
- ___ 11. a very small part of a person is focused on, such as an eye
- ___ 12. a shot in which two subjects appear in the frame
- ___ 13. a shot in which three subjects appear in the frame

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.

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

Business Social Responsibility

Directions:

1. Pretend you are a business owner (e.g., a restaurant, a local flower shop, etc.)
2. Write down possible activities your business can do to fulfill its community responsibilities during this COVID 19 pandemic. Consider the following:
 - A. Community involvement (example: help the less fortunate, support local businesses; continuing employee benefits)
 - B. Owner and employee protection
 - C. Ways to serve their customers other than face to face.

Write or type your response to the above statements. Paper should be a page in length.

Mrs. Davis - david@mpisd.net

Mrs. Scoggins - jscoggins@mpisd.net

Ms. McDowell – jmcdowell@mpisd.net

Carpentry

Construction Tech. I and II

Go to website <https://www.motherearthnews.com>

Go to learning beginning carpentry skills

Practicum of construction

Work on OSHA 30 hour course

3. Work can be dropped off on Monday during after hours pick up.

CHANGE FOR WEEK TWO: After hours pick up and drop off will be at the individual campuses from 5:00-6:00 p.m. There will be no after hours at the Administration building on April 6th.

4. If none of those options will work for you, call your child's campus and they will make arrangements with you.

Thank you to all of our AMAZING families. We are sorry for everything you are having to endure right now. We hope to see all of our Tigers very soon ☐❤

Guys and Gals

I need feedback!

Questions, Comments

PLEASE E-mail me,
jalston@mpisd.net.

also I need your Grades

Get me your answers

Best way E-mail me
your answers or
work-sheet.

Thks Ms. Alston
4/6/20

REDUCING MEASUREMENTS

Directions: Reduce each of the following lengths to their smallest form. Use feet and inches for each. Use the back for any figuring.

1. 13 inches = _____ feet . _____ inches
2. 15 inches = _____ feet _____ inches
3. 9 inches = _____ feet _____ inches
4. 25 inches = _____ feet _____ inches
5. $16 \frac{3}{4}$ inches = _____ feet _____ inches
6. $19 \frac{7}{8}$ inches = _____ feet _____ inches
7. $21 \frac{15}{16}$ inches = _____ feet _____ inches
8. $5 \frac{4}{8}$ inches = _____ feet _____ inches
9. $26 \frac{6}{8}$ inches = _____ feet _____ inches
10. $11 \frac{14}{16}$ inches = _____ feet _____ inches
11. $30 \frac{15}{16}$ inches = _____ feet _____ inches
12. $34 \frac{2}{8}$ inches = _____ feet _____ inches
13. $8 \frac{16}{8}$ inches = _____ feet _____ inches
14. $21 \frac{11}{4}$ inches = _____ feet _____ inches
15. $48 \frac{17}{16}$ inches = _____ feet _____ inches
16. 72 inches = _____ feet _____ inches
17. 96 inches = _____ feet _____ inches
18. 120 inches = _____ feet _____ inches
19. 168 inches = _____ feet _____ inches
20. 1 yard $19 \frac{21}{16}$ inches = _____ feet _____ inches

Satisfactory completion of this assignment sheet partially fulfills competency A-7 of Building Maintenance.

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 3: April 13th 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. The last thing we went over when y'all were here was the sandwich chapter. The one that no one chose was an open-faced sandwich. Choose or invent one. It can be hot or cold. Write a recipe and draw a picture or make one. ***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 Entrees 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. (I'm sure you know what's next)....yes we are going to cost the entire menu.

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.
2. Note....we are going to do this same assignment 5 times since there are 50 countries and 10 students....I'm sure some of you will pick the same ones and that's ok but I highly encourage you to pick a country you know nothing about!

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. THIS DOES NOT APPLY TO ADVANCED RIGHT NOW BECAUSE OF MENU WORK.

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 - CTE

Electrical Technology Packet #3

Date: April 6, 2020

Instructor: Tim Davis

Email: tdavis@mpisd.net

Please email me if you should have any questions.

Electrical Tech I

- Students will need to use their textbook for this assignment. All electrical I students checked out a textbook at the beginning of the school year. If your child doesn't have a textbook please let me know.
- Students are to read and answer "Switches and Receptacles" review questions 1 - 30 for chapter 5. The questions will start on page 133 and end on page 134.

Electrical Tech II Dual Credit

- Continue to use "Mike Holt" online format
- www.capacitor.mikeholt.com
- **Check your NTCC email often**

Complete/submit all your test for Units 7 – 15. The units will be due April 30, 2020. Keep in mind, this is a Dual Credit class – students will need to have this assignment completed in order to receive college credit. If you need me to reset your password – email me.

Prac in Electrical Tech –

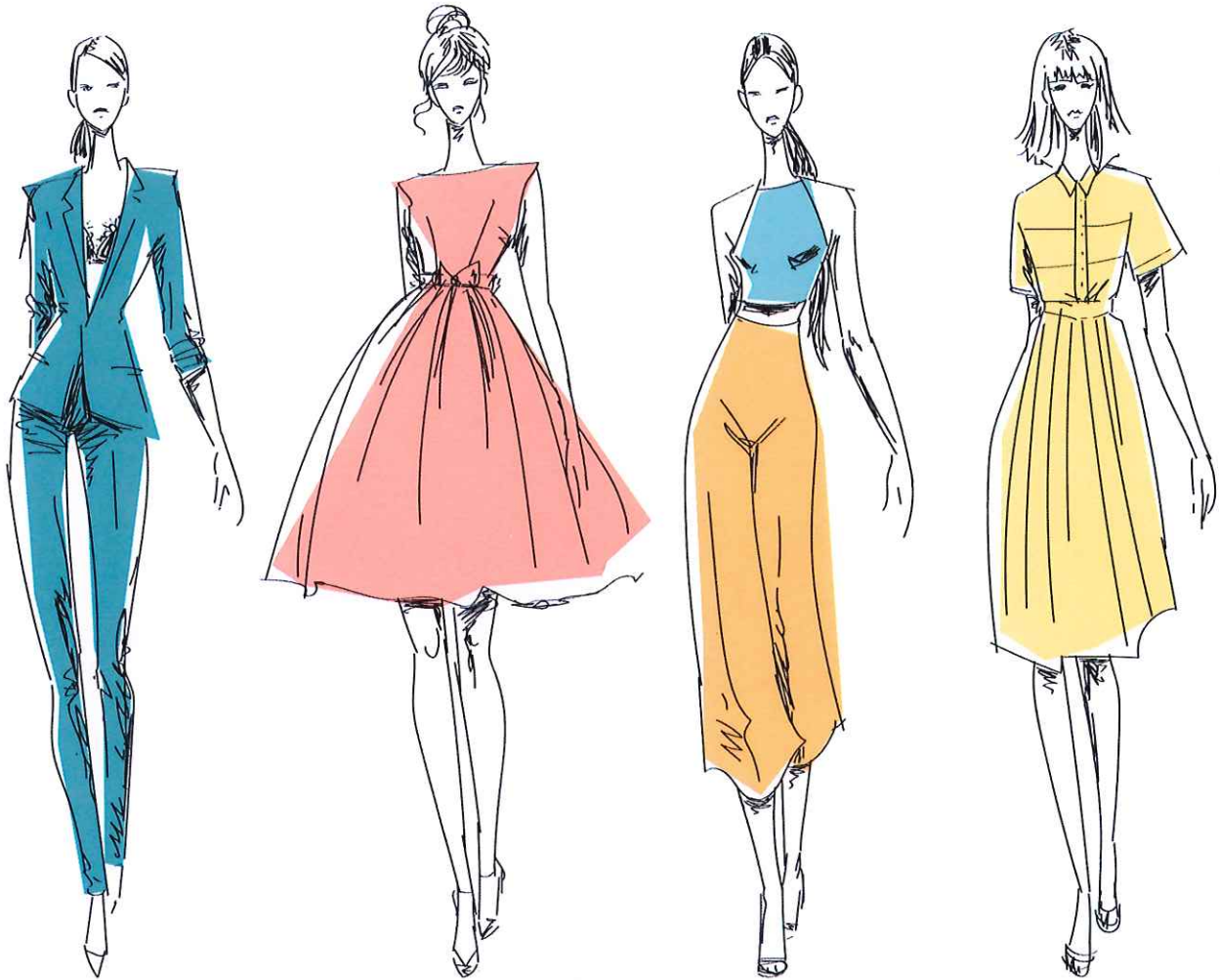
- **Check your NTCC email often.** Please contact me if you're having trouble logging into your NTCC email account. It's extremely important students communicate with their instructor during this time.
- Continue to use the online black board format. You must submit assignments.
- Students to read and answer Chapter 7 review and test questions.
- Please contact me if you're having a difficult time answering any of the questions. Some questions may require the use of the NEC. Several NEC codes can be found using the internet. Again, if you have trouble - please email me.

Fashion Design 1&2

Week 3: April 13-17, 2020

All classes need to check Edmodo and iCEV.

Margaret Bradley
Family and Consumer Sciences
Mt. Pleasant High School, MPISD
mbradley@mpisd.net



FRESHMAN SKILLS ASSIGNMENTS

Mrs. Lockett (dlockett@mpisd.net) Mr. Keeney (jkeeney@mpisd.net)
Mrs. Fry. (sfry@mpisd.net) Mr. Conley (dconley@mpisd.net)

The next lessons will cover money and budgeting. We will cover vocabulary, how to figure your pay from working and how to spend your money on things you need and things you want. Please review the vocabulary. We will have future work that will cover vocabulary words and figuring a paycheck. If you have any questions, please email your teacher.

BUDGETING/MONEY..... how do I budget? How do I know my paycheck?

Vocabulary

1. Budget..... a spending plan and a savings plan for your money
2. Expenses.....the cost of items you want or need
3. Paycheck..... the amount of money you make from working
4. Gross Income.... the amount you make from working (i.e. you work 30 hours a week and you make \$5 an hour, your paycheck will be $\$150.30 \times 5$)
5. New Income.....the amount you have after you take deductions from your gross (\$150 is your paycheck, the government takes taxes from your paycheck. The taxes are \$40, so you make \$150 and after taxes, your paycheck will be \$110.... $\$150 - \40)
6. Checking Account.....an account at a bank where you can deposit your money to hold or spend later.
7. Deposit..... you put money in your checking account. You will add.
8. Withdraw..... you take money out of your account. You will subtract.
9. Fixed Expense.... things you pay for every month (i.e. a car note is a fixed expense, it's the same every month)
10. Variable Expense.... things you pay for and they cost different prices every month (i.e. electric bill, grocery bill, water bill)
11. Check.... a piece of paper that serves as cash. You can use a check like cash.
12. Debit Card.... a card that is linked to your checking account. You can spend the money from your checking account by using your debit card.

EXERCISE..... FIGURE YOUR PAYCHECK

You were hired at McDonalds to work the weekends. You make \$10 an hour and you work 25 hours. What is your paycheck?

My paycheck is _____

You open a checking account at Pilgrim's Bank. You deposit your paycheck on Friday. But on Tuesday, you withdraw (subtract) \$50, how much do you have in your account now? _____

Your neighbor gives you \$20 for washing her dishes. You deposit (add) the \$20, how much money is in your checking account now? _____

You pay your cell phone bill. You withdraw \$49 for the bill, what is your checking account balance? _____

Home Assignment 2020 Week 3

Principles of Health Science- What would you do if you were governor of TX for COVID-19? What rules would you devise? How would you enforce your rules? Please submit your 300-500 word minimum essay to Mrs. Ayers (aayers@mpisd.net) or Mrs. Bumpus (sbumpus@mpisd.net).

Mrs. Bumpus Health Science Theory Week 3

Hi everyone! This week, I'm going to give you some more information about Chapter 13: Assisting with Mobility. These are some the definitions that you should know: **contracture**—a condition that has tightening or shortening of a body part like muscles, tendons, or skin due to a lack of movement; **atony**-lack of muscle tone; **atrophy**-wasting away of a body tissue like muscle tissue; **thrombus**-blood clot in a blood vessel that stays in the same location where it formed; **embolus**-a mass, usually a blood clot, that gets lodged in a blood vessel and blocks the blood flow; **activities of daily living (ADL's)**-basic, self-care tasks that includes things like grooming, bathing, and eating; **posture**-the position of the body when sitting or standing; **body alignment**-the best placement of body parts so that muscles and bones work more efficiently; **ambulation**-walking; **gait belt**-a canvas, nylon, or leather belt that is used by healthcare workers to safely move or transfer patients to a standing position or assist them when they are walking; **ankyloses**-stiffening of joints that results from disease, trauma, surgery, or bone fusion; **foot drop**-an inability to lift the front part of one or both feet due to weakness or paralysis of the muscles in the foot that will cause the toes to drag on the ground while walking; **immobility**-limited or total lack of ability to move; **traction**-use of a pulling force to treat muscle and skeletal disorders; **decubitus ulcer**-also called a “bed sore” and is a result of lying or sitting in one position too long that is caused by pressure that interferes with blood flow to the skin; **necrotic**-dead cells or tissues; **trochanter roll**-a rolled up towel or blanket placed along the hip that prevents the hips from rotating externally (they use for hip replacement surgery); **contraindicated**-describing a situation or condition that indicates a treatment to be improper or undesirable. This chapter is focused on explaining the importance of good mobility. Exercise and mobility has many benefits, including: 1) maintaining joint mobility and movement, 2) preventing contractures, atony, and atrophy of muscles, 3) promoting adequate blood flow and circulation to prevent the formation of a thrombus or embolus, 4) improving and maintaining coordination, and 5) building and maintaining muscle strength. Using good body mechanics is important also because it helps with good posture which helps to: 1) align bones and joints, reducing stress in the joints, 2) reduces wear and tear on the joints, 3) strengthens the spine and muscles, and 4) conserves energy. Focus on this information from chapter 13 for week 3 by reading this work sheet to review the vocabulary included above. I will create a Quizlet for you to review also if you have access from home. Be safe! ☺

Anatomy and Physiology: Please watch Crash Course Blood Vessel Part 2 at the following link: <https://www.youtube.com/watch?v=ZVkiPwGALpl>. What would you do if you were governor of TX for COVID-19? What rules would you devise? How would you enforce your rules? Please submit your 300-500 word minimum essay to Mrs. Houchin (khouchin@mpisd.net) or Mrs. McCall

(wmccall@mpisd.net. Please stay safe. IF you need anything, please email your teacher.

Practicum 1: What would you do if you were governor of TX for COVID-19? What rules would you devise? How would you enforce your rules? Please submit your 300-500-word minimum essay to Mrs. McCall (wmccall@mpisd.net). 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 B' 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

Ayers Practicum 2-Medical Assisting – Check your email/Remind for your 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 needed. What would you do if you were governor of TX for COVID-19? What rules would you devise? How would you enforce your rules? Please submit your 300-500-word minimum essay to Mrs. Ayers (aayers@mpisd.net).

Practicum 2-C.N.A.- What would you do if you were governor of TX for COVID-19? What rules would you devise? How would you enforce your rules? Please submit your 300-500 word minimum essay to Mrs. Houchin (khouchin@mpisd.net). 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!!

LAW ENFORCEMENT

Principles of Law - Law Enforcement 1- Law Enforcement 2 - Forensic Science WEEK 3

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) Crime Scene Documentation

When complete, finish the three (3) 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) Crime Scene Documentation

When complete, finish the four (4) 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/>

Work through and complete the folder entitled Chapter 14: Understanding and Helping Victims. View videos, complete assignments, and respond to the discussion post.

Please email me if you have any questions or need your log in information.

Forensic Science/Parker:

DIRECTIONS:

Log onto Schoology - <https://www.schoology.com/>

You now have assignment folders for 3/30/2020, 4/6/20 and 4/13/20 on Schoology.com. If you have not started your assignments, please do so. You may take pictures of your completed assignments and send them to me on Schoology.

Check the resources folder, if needed, for any additional resources to help you complete your assignments. If you have questions, email me on Schoology. If you have difficulty with your login, email me at sparker@mpisd.net

INSTRUCTOR CONTACTS:

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

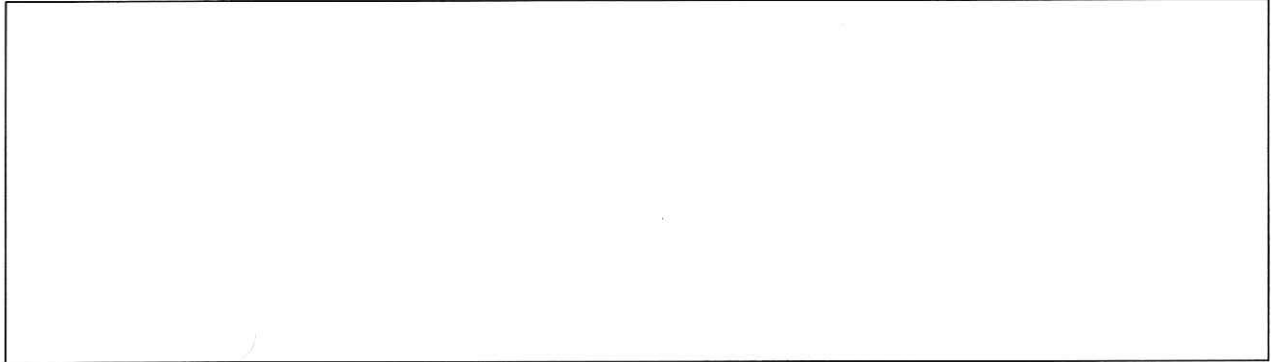
Ricky Chamness: rhamness@mpisd.net - (903) 285-1956 - Principles of Law, Law Enforcement 1

Sadonna Parker: sparker@mpisd.net - Forensic Science

LAW ENFORCEMENT

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

WEEK 3



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 3: April 13-17, 2020

All students need to check Edmodo on a regular basis.

Margaret Bradley
Family and Consumer Sciences
Mt. Pleasant High School, MPISD
mbradley@mpisd.net



Business Social Responsibility

Directions:

1. Pretend you are a business owner (e.g., a restaurant, a local flower shop, etc.)
2. Write down possible activities your business can do to fulfill its community responsibilities during this COVID 19 pandemic. Consider the following:
 - A. Community involvement (example: help the less fortunate, support local businesses; continuing employee benefits)
 - B. Owner and employee protection
 - C. Ways to serve their customers other than face to face.

Write or type your response to the above statements. Paper should be a page in length.

Mrs. Davis - david@mpisd.net

Mrs. Scoggins - jscoggins@mpisd.net

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STEM

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

Week of April 13th | Assignments are listed by class | Emails: dmccarley@mpisd.net | jjones@mpisd.net

*******Principles of Engineering*******

Please be familiar with the following:

Function Selection and Feedback

The SOLIDWORKS application lets you perform tasks in different ways. It also provides feedback as you perform a task such as sketching an entity or applying a feature. Examples of feedback include pointers, inference lines, and previews.

Menus

You can access all SOLIDWORKS commands using menus. SOLIDWORKS menus use Windows conventions, including submenus and checkmarks to indicate that an item is active. You can also use context-sensitive shortcut menus by clicking the right mouse button.

Toolbars

You can access SOLIDWORKS functions using toolbars. Toolbars are organized by function, for example, the Sketch or Assembly toolbar. Each toolbar comprises individual icons for specific tools, such as **Rotate View**, **Circular Pattern**, and **Circle**.

You can display or hide toolbars, dock them around the four borders of the SOLIDWORKS window, or float them anywhere on your screen. The SOLIDWORKS software remembers the state of the toolbars from session to session. You can also add or delete tools to customize the toolbars. Tooltips display when you hover over each icon.

CommandManager

The CommandManager is a context-sensitive toolbar that dynamically updates based on the active document type. When you click a tab below the CommandManager, it updates to show the related tools. Each document type, such as part, assembly, or drawing, has different tabs defined for its tasks. The content of the tabs is customizable, similar to toolbars. For example, if you click the **Features** tab, tools related to features appear. You can also add or delete tools to customize the CommandManager. Tooltips display when you hover over each icon.

Shortcut Bars

Customizable shortcut bars let you create your own sets of commands for part, assembly, drawing, and sketch mode. To access the bars, you press a user-defined keyboard shortcut, by default, the **S** key.

Context Toolbars

Context toolbars appear when you select items in the graphics area or FeatureManager design tree. They provide access to frequently performed actions for that context. Context toolbars are available for parts, assemblies, and sketches.

*******Engineering Design I & 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

ASSIGNMENT

Brainstorm some ideas on how schools could be redesigned to increase social distancing. Focus this week on classrooms. Write down as many ideas as you can for 5 minutes. Maybe involve your siblings. Then go back through these and send me your 10 best. You can email me or send a text to my email address. I will compile your responses for the next phase.

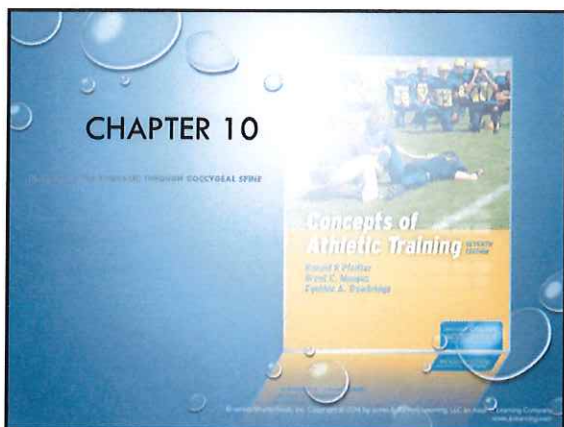
Social distancing means remaining out of congregate settings, avoiding mass gatherings, and maintaining distance (approximately 6 feet or 2 meters) from others when possible. (cdc.gov)

*******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



ANATOMY REVIEW OF THE THORACIC SPINE

- THORACIC SPINE IS COMPOSED OF 12 VERTEBRAE THAT ARTICULATE WITH THE CERVICAL AND LUMBAR SPINES.
- THE THORACIC SPINE, CORRESPONDING 12 PAIRS OF RIBS, AND STERNUM FORM THE THORACIC CAGE.

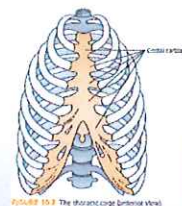


FIGURE 10.2 The thoracic cage (anterior view)

CONDITIONS OF THORACIC SPINE

- SCHEUERMANN'S DISEASE IS ADOLESCENT CONDITION CHARACTERIZED BY **KYPHOSIS**.
- **SCOLIOSIS**
 - LATERAL CURVATURE OF SPINE DUE TO BONY OR MUSCULATURE ANOMALIES.
- CHILDREN WITH EITHER OF THESE DISORDERS NEED TO BE REFERRED TO A DOCTOR FOR EXTENSIVE EVALUATION.

VERTEBRAL FRACTURES

- COMPRESSION FRACTURE TO VERTEBRAL BODY OR SPINOUS PROCESS FRACTURE
 - USUALLY INVOLVED SIGNIFICANT SOFT TISSUE DISRUPTION TOO.
- EXTREMELY RARE; HOWEVER, THEY CAN RESULT FROM EITHER A DIRECT BLOW TO THE POSTERIOR THORAX OR EXTREME FLEXION OF THE THORACIC SPINE.
- MAY HAPPEN WITH TACKLE IN FOOTBALL, A COLLISION IN SOCCER, OR WHILE LANDING ON THE OPPONENT'S KNEE DURING A TAKEDOWN MOVE IN WRESTLING

RIB FRACTURES

- SUCH FRACTURES ARE ASSOCIATED WITH DIRECT BLOWS TO LATERAL OR POSTERIOR THORAX AND CAN OCCUR ANYWHERE ALONG THE RIB.
- THE RIBS COMMONLY FRACTURE NEAR THE ANATOMIC ANGLE, WHICH IS THE WEAKEST POINT.
- POSTERIOR RIB FRACTURES CAN POTENTIALLY RESULT IN A PNEUMOTHORAX OR A HEMOTHORAX.
 - AIR OF BLOOD FILLING THE PLEURAL CAVITY AND CAUSING A COLLAPSED LUNG.

RIB FRACTURES

- SIGNS AND SYMPTOMS INCLUDE:
- PAINFUL RESPIRATION.
 - DEFORMITY IN THE REGION OF THE INJURY, INCLUDING A PROTRUDING RIB OR DEPRESSION WHERE THE NORMAL CONTOUR OF THE RIB SHOULD BE.
 - SWELLING AND DISCOLORATION.
 - PAIN WHEN RIB CAGE IS GENTLY COMPRESSED
- FIRST AID
- IMMEDIATE APPLICATION OF RICE.
 - TREAT FOR SHOCK.
 - REFER ATHLETE TO PHYSICIAN.

SPRAINS

- **SPRAINS OCCUR WHENEVER A JOINT IS FORCED BEYOND ITS NORMAL ROM RESULTING IN DAMAGE TO LIGAMENTS AND JOINT CAPSULES.**
- **COSTOVERTEBRAL OR FACET JOINT SPRAIN**
- **EVALUATION OF A SPRAIN TO THE THORACIC SPINE IS DIFFICULT.**
- **A CONSISTENT SYMPTOM IS PAINFUL RESPIRATION (DYSPNEA).**
- **FIRST AID**
 - **APPLY RICE.**
 - **IF DYSPNEA PERSISTS FOR MORE THAN 24 HOURS, REFER THE ATHLETE TO A PHYSICIAN.**

STRAINS

STRAINS:

- **INVOLVE CONTRACTILE TISSUE AND THEIR SUPPORT STRUCTURES, SUCH AS THE ERECTOR SPINAE, SEGMENTAL MUSCLES, AND INTERCOSTAL MUSCLES.**
 - **RELATED TO MAXIMAL EXERTIONS AND OVERUSE.**
- **RESULT IN MUSCLE SPASM AND POINT TENDERNESS.**
- **FIRST AID**
 - **APPLICATION OF RICE TO THE INJURED AREA.**

LUMBAR SPINE REGION

ANATOMY REVIEW

- **FIVE VERTEBRAE ARE IN LUMBAR SPINE.**
- **LUMBAR VERTEBRAE ARE THE LARGEST MOVING VERTEBRAE.**
- **THE MAJOR LIGAMENTS ARE THE ANTERIOR AND POSTERIOR LONGITUDINAL.**

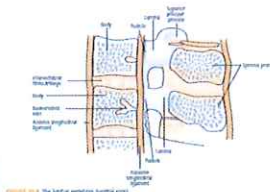


FIGURE 10-6 The lumbar vertebrae (superior view)

LUMBAR SPINE REGION

ANATOMY REVIEW

- **INTERVERTEBRAL DISKS**
 - **ANATOMY OF A DISK INCLUDES ANNULUS FIBROSUS (OUTER RING) AND NUCLEUS PULPOSUS (INNER RING).**
 - **DESIGNED FOR SHOCK ABSORPTION.**

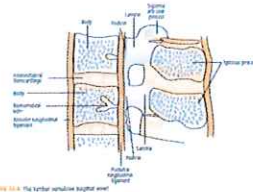


FIGURE 10-7 The lumbar vertebrae (superior view)

LUMBAR SPINE REGION

Sacrum and Coccyx

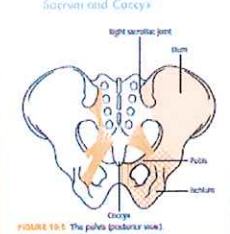


FIGURE 10-8 The pelvis (superior view)

- **THE SACRUM CONSISTS OF FIVE FUSED VERTEBRAE.**
- **THE SACRUM CONNECTS THE SPINAL COLUMN TO THE PELVIS.**
- **RIGHT AND LEFT SACROILIAC (SI) JOINTS ARE FORMED BY THE UNION OF THE SACRUM AND PELVIS.**
- **COCCYX (TAILBONE) IS MOST DISTAL PORTION OF THE VERTEBRAL COLUMN.**

SPONDYLOLYSIS AND SPONDYLOLISTHESIS




FIGURE 10-9 Fracture of the neural arch, S1 vertebrae (spondylolysis)

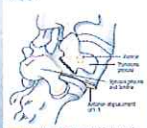


FIGURE 10-10 Anterior displacement of S4-L5 vertebrae (spondylolisthesis)

- **SPONDYLOLYSIS IS A STRESS FRACTURE IN THE NEURAL ARCH (PARS INTERARTICULARIS).**
 - **COMPROMISES THE ARTICULATION BETWEEN TWO VERTEBRAE.**
- **IF THE CONDITION IS BILATERAL, THE AFFECTED VERTEBRA CAN SLIP FORWARD RESULTING IN SPONDYLOLISTHESIS.**

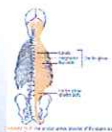
SPONDYLOLYSIS AND SPONDYLOLISTHESIS

- SYMPTOMS INCLUDE LOWER BACK PAIN THAT WORSENS DURING HYPEREXTENSION, AND RADIATING PAIN TO THE BUTTOCKS AND UPPER THIGHS.
- TREATMENT INCLUDES REST, DRUG THERAPY, LUMBAR BRACING, EXCLUSION FROM CERTAIN SPORTS, AND SURGERY.

VERTEBRAL FRACTURES

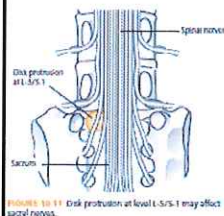
- SUCH FRACTURES ARE UNCOMMON IN SPORTS.
- EXTERNAL BLOWS MAY RESULT IN INTERNAL INJURY.
 - DEEP ABDOMINAL PAIN, HEMATURIA (BLOOD IN URINE), AND SHOCK ARE SIGNS AND SYMPTOMS OF INTERNAL INJURY.
- IMMOBILIZE ON SPINE BOARD AND TRANSPORT TO MEDICAL FACILITY.
- BLOWS TO THE COCCYX CAN RESULT FROM LANDING ON THE BUTTOCKS.
 - FRACTURES OF THE COCCYX RESULT IN SEVERE PAIN, POINT TENDERNESS, SWELLING, AND BRUISING. REFER ATHLETE TO PHYSICIAN FOR EVALUATION.

STRAINS & SPRAINS



- STRAINS AND SPRAINS ARE THE MOST COMMON SOFT-TISSUE INJURIES IN THE LUMBAR SPINE.
- MAJOR JOINTS INCLUDE:
 - LUMBOSACRAL.
 - SACROILIAC.
 - SACROCOCCYGEAL.

LUMBAR DISK INJURIES



- A SERIOUS FORM OF SOFT TISSUE INJURY IS A "HERNIATED DISK."
 - MOST COMMONLY OCCURS AT L4 OR L5.
- EXCESSIVE CAN CAUSE POSTERIOR LATERAL PROTRUSION OF DISK.
- EXCESSIVE EXTENSION CAUSES ANTERIOR PROTRUSION OF DISK MATERIAL.

LUMBAR DISK INJURIES

- HERNIATION RESULTS FROM A WEAKENED ANNULUS THAT ALLOWS NUCLEUS PULPOSUS TO PROTRUDE THROUGH THE WALL OF THE ANNULUS.
- PROTRUSION MAY PUT PRESSURE DIRECTLY ON SPINAL NERVES RESULTING IN:
 - INTENSE LOCAL OR RADIATING PAIN.
 - SENSORY LOSS OR BURNING/TINGLING SENSATION IN LOWER EXTREMITY.
 - MUSCLE SPASM AND POSTURAL ABNORMALITIES.

REVIEW QUESTIONS

1. WHAT IS A POSTERIOR RIB FRACTURE, AND WHAT ARE ITS COMMON SIGNS AND SYMPTOMS.
2. WHAT IS A CONSISTENT SYMPTOM RELATED TO SPRAINS IN THE THORACIC SPINE?
3. ANATOMICALLY, THE SACRUM CONSISTS OF HOW MANY FUSED VERTEBRAE?
4. DESCRIBE THE CONDITION KNOWN AS SPONDYLOLYSIS.
5. DESCRIBE BRIEFLY THE CONDITION KNOWN AS SPONDYLOLISTHESIS, INCLUDING BOTH THE SIGNS AND SYMPTOMS AND RECOMMENDED TREATMENTS.
6. WHAT ARE THE SIGNS AND SYMPTOMS OF LUMBAR DISK HERNIATION?