

Name _____

Date _____

Teacher _____

Campus _____

7th GRADE

Week Six

May 4th-8th

Mount Pleasant ISD

English

MNDA

Name: _____ Class: _____

The Three Questions

By Leo Tolstoy
1885

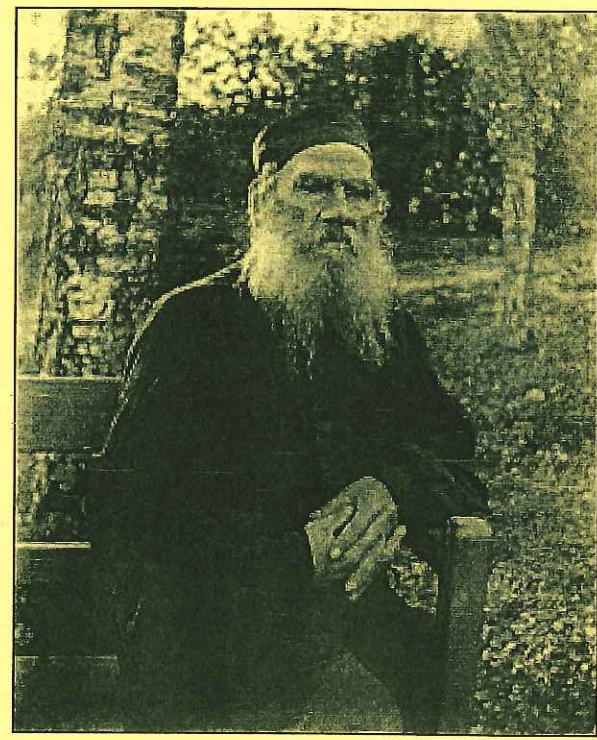
Leo Tolstoy (1828-1910) was a famous Russian author, perhaps best known for his novels War and Peace and Anna Karenina. In the following short story, a king looks for answers to three questions in order to make himself a better ruler. As you read, take notes on the varying responses that the king receives.

[1] It once occurred to a certain king, that if he always knew the right time to begin everything; if he knew who were the right people to listen to, and whom to avoid; and, above all, if he always knew what was the most important thing to do, he would never fail in anything he might undertake.

And this thought having occurred to him, he had it proclaimed throughout his kingdom that he would give a great reward to anyone who would teach him what was the right time for every action, and who were the most necessary people, and how he might know what was the most important thing to do.

And learned men came to the King, but they all answered his questions differently.

In reply to the first question, some said that to know the right time for every action, one must draw up in advance, a table of days, months and years, and must live strictly according to it. Only thus, said they, could everything be done at its proper time. Others declared that it was impossible to decide beforehand the right time for every action; but that, not letting oneself be absorbed in idle¹ pastimes, one should always attend to all that was going on, and then do what was most needful. Others, again, said that however attentive the King might be to what was going on, it was impossible for one man to decide correctly the right time for every action, but that he should have a Council of wise men, who would help him to fix the proper time for everything.



"Leo Tolstoy 1897, black and white, 37767u" by F. W. Taylor is in the public domain.

[5] But then again others said there were some things which could not wait to be laid before a Council, but about which one had at once to decide whether to undertake them or not. But in order to decide that, one must know beforehand what was going to happen. It is only magicians who know that; and, therefore, in order to know the right time for every action, one must consult magicians.

1. **Idle (adjective):** not busy, working, or active

Equally various were the answers to the second question. Some said, the people the King most needed were his councilors; others, the priests; others, the doctors; while some said the warriors were the most necessary.

To the third question, as to what was the most important occupation: some replied that the most important thing in the world was science. Others said it was skill in warfare; and others, again, that it was religious worship.

All the answers being different, the King agreed with none of them, and gave the reward to none. But still wishing to find the right answers to his questions, he decided to consult a hermit, widely renowned for his wisdom.

The hermit lived in a wood which he never quitted, and he received none but common folk. So the King put on simple clothes, and before reaching the hermit's cell dismounted from his horse, and, leaving his bodyguard behind, went on alone.

- [10] When the King approached, the hermit was digging the ground in front of his hut. Seeing the King, he greeted him and went on digging. The hermit was frail and weak, and each time he stuck his spade into the ground and turned a little earth, he breathed heavily.

The King went up to him and said: "I have come to you, wise hermit, to ask you to answer three questions: How can I learn to do the right thing at the right time? Who are the people I most need, and to whom should I, therefore, pay more attention than to the rest? And, what affairs are the most important, and need my first attention?"

The hermit listened to the King, but answered nothing. He just spat on his hand and recommenced digging.

"You are tired," said the King, "let me take the spade and work awhile for you."

"Thanks!" said the hermit, and, giving the spade to the King, he sat down on the ground.

- [15] When he had dug two beds, the King stopped and repeated his questions. The hermit again gave no answer, but rose, stretched out his hand for the spade, and said:

"Now rest awhile—and let me work a bit."

But the King did not give him the spade, and continued to dig. One hour passed, and another. The sun began to sink behind the trees, and the King at last stuck the spade into the ground, and said:

"I came to you, wise man, for an answer to my questions. If you can give me none, tell me so, and I will return home."

"Here comes some one running," said the hermit, "let us see who it is."

[20] The King turned round, and saw a bearded man come running out of the wood. The man held his hands pressed against his stomach, and blood was flowing from under them. When he reached the King, he fell fainting on the ground moaning feebly. The King and the hermit unfastened the man's clothing. There was a large wound in his stomach. The King washed it as best he could, and bandaged it with his handkerchief and with a towel the hermit had. But the blood would not stop flowing, and the King again and again removed the bandage soaked with warm blood, and washed and rebandaged the wound. When at last the blood ceased flowing, the man revived and asked for something to drink. The King brought fresh water and gave it to him. Meanwhile the sun had set, and it had become cool. So the King, with the hermit's help, carried the wounded man into the hut and laid him on the bed. Lying on the bed the man closed his eyes and was quiet; but the King was so tired with his walk and with the work he had done, that he crouched down on the threshold, and also fell asleep — so soundly that he slept all through the short summer night. When he awoke in the morning, it was long before he could remember where he was, or who was the strange bearded man lying on the bed and gazing intently at him with shining eyes.

"Forgive me!" said the bearded man in a weak voice, when he saw that the King was awake and was looking at him.

"I do not know you, and have nothing to forgive you for," said the King.

"You do not know me, but I know you. I am that enemy of yours who swore to revenge himself on you, because you executed his brother and seized his property. I knew you had gone alone to see the hermit, and I resolved to kill you on your way back. But the day passed and you did not return. So I came out from my ambush to find you, and I came upon your bodyguard, and they recognized me, and wounded me. I escaped from them, but should have bled to death had you not dressed my wound. I wished to kill you, and you have saved my life. Now, if I live, and if you wish it, I will serve you as your most faithful slave, and will bid my sons do the same. Forgive me!"

The King was very glad to have made peace with his enemy so easily, and to have gained him for a friend, and he not only forgave him, but said he would send his servants and his own physician to attend him, and promised to restore his property.

[25] Having taken leave of the wounded man, the King went out into the porch and looked around for the hermit. Before going away he wished once more to beg an answer to the questions he had put. The hermit was outside, on his knees, sowing seeds in the beds that had been dug the day before.

The King approached him, and said:

"For the last time, I pray you to answer my questions, wise man."

"You have already been answered!" said the hermit, still crouching on his thin legs, and looking up at the King, who stood before him.

"How answered? What do you mean?" asked the King.

[30] "Do you not see," replied the hermit. "If you had not pitied my weakness yesterday, and had not dug those beds for me, but had gone your way, that man would have attacked you, and you would have repented² of not having stayed with me. So the most important time was when you were digging the beds; and I was the most important man; and to do me good was your most important business. Afterwards when that man ran to us, the most important time was when you were attending to him, for if you had not bound up his wounds he would have died without having made peace with you. So he was the most important man, and what you did for him was your most important business. Remember then: there is only one time that is important — Now! It is the most important time because it is the only time when we have any power. The most necessary man is he with whom you are, for no man knows whether he will ever have dealings with anyone else: and the most important affair is, to do him good, because for that purpose alone was man sent into this life!"

The Three Questions by Leo Tolstoy is in the public domain.

Text-Dependent Questions

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

1. Which of the following statements best summarizes how the three questions and the king's desire for their answers contribute to the overall narrative?
 - A. The three questions provide the framework for the story's structure - their answers are revealed over the course of the story.
 - B. The three questions propel the action of the story. The king goes out in search of their answers.
 - C. The three questions help create the story's mysterious mood.
 - D. The three questions symbolize three things that cannot be known, but that one must search for throughout his or her whole life.

2. Which of the following best summarizes how the "learned men" of the kingdom answer his questions?
 - A. Their answers are similar.
 - B. Their answers are unified and concise.
 - C. Their answers are contradictory.
 - D. Their answers are too varied for the king to decide.

3. Which of the following statements summarizes the most likely relationship between these answers and the people who answered them?
 - A. The answers most likely reflect what the people learned from their own masters.
 - B. The answers most likely reflect each person's own values and occupations.
 - C. The answers most likely support what would be best for the individuals' lifestyles and gain.
 - D. None of the above

4. Which of the following statements best describes how the theme of power is developed in this story?
 - A. The king wishes to be all-powerful, dominating everything around him. At the end of the story, he finds the knowledge to make this possible.
 - B. The king is an incredibly powerful ruler whose power is threatened by a crazed man who wants to seek revenge for his family's death.
 - C. The king wants to have greater control over the future. He goes out in search of answers only to realize that his original wish was in vain.
 - D. The king is weak, and very few people recognize him as an important man. By the end of the story, he has gained power in an unexpected way.

5. What does the final paragraph reveal about the story's theme?

Discussion Questions

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

1. What is good and how do we know? How do we know what is the right thing to do, study, or trust? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
2. In this story, a king went in search of knowledge that would make him a more powerful ruler. Why do people succeed? Is it from excessive planning, luck, or good will?
3. In the final paragraph of this story, the hermit tells the king that it is most important to focus on the present moment "because it is the only time when we have any power." Do you agree with this statement? Even if you do, make the opposite argument --€" that it is most important to focus on the past.
4. What did the hermit teach the king about peace? In the context of this story, why is it important to achieve peace?

Math

Area and Circumference of Circles Notes

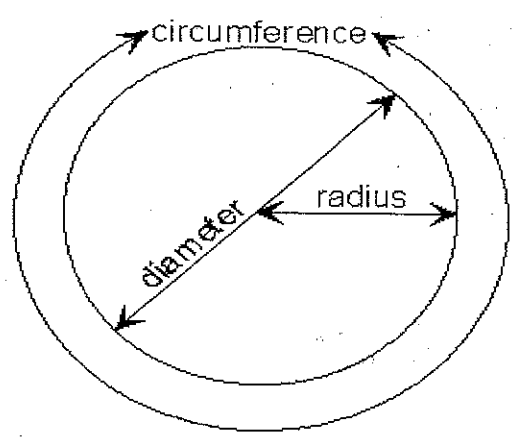
Circumference: The distance around a circle

Formula:

Diameter: $C = \pi d$

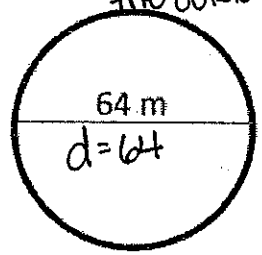
Radius: $C = 2\pi r$

* 2 radius = diameter
* $\pi = 3.14$



An architect is making a plan for a new circular playground. If the picture below is the playground, how much fencing needs to go up to keep the kids in the circle? around the outside

- A) 200.96 m
- B) 100.48 m
- C) 20.96 m
- D) Not here



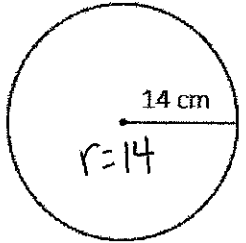
Formula: $C = \pi d$

d=64
r=32

$$\begin{array}{r}
 3.14 \times 64 \\
 \hline
 3.14 \\
 \times 64 \\
 \hline
 1256 \\
 + 9840 \\
 \hline
 200.96 \text{ m}
 \end{array}$$

Brian is measuring one of his family's round dinner plates so that he can buy more plates of the same size. He found that it is 14 centimeters from the edge of the plate to the center of the plate. What is the circumference of the dinner plate?

- A) 87.92 cm
- B) 43.96 cm
- C) 615.44 cm
- D) 21.98 cm



Formula: $C = 2\pi r$

r=14
d=28

$$\begin{array}{r}
 2 \times 3.14 \times 14 \\
 \hline
 28 \quad 3.14 \\
 \times 28 \\
 \hline
 2512 \\
 + 6280 \\
 \hline
 87.92
 \end{array}$$

A bicycle trail in the shape of a circle has a diameter of 5 miles. Michelle biked around the trail 4 times. About how far did Michelle bike?

- A. 15.7 miles
- B. 31.4 miles
- C. 78.5 miles
- D. 62.8 miles

Formula: $C = \pi d$

5
d=5
r=2.5

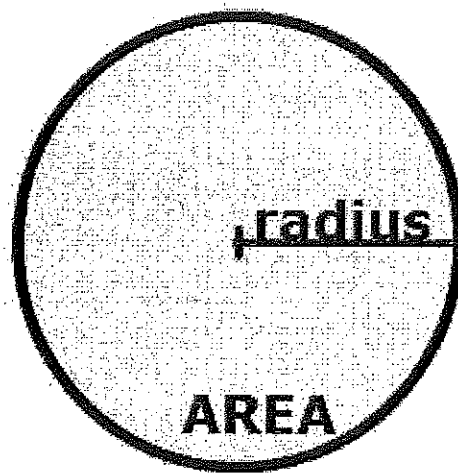
$$\begin{array}{r}
 3.14 \times 5 \\
 \hline
 3.14 \\
 \times 5 \\
 \hline
 15.70 \\
 \times 4 \\
 \hline
 62.80
 \end{array}$$

Area and Circumference of Circles Notes

Area: distance covered by a circle

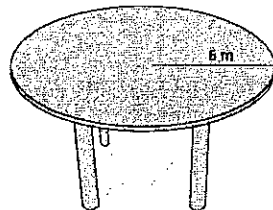
Formula:

Radius: $A = \pi r^2$



Patricia buys a round dinner table. The radius of dinner table is 6 meters. What is the area of table?

- A) 37.68 m²
- B) 113.04 m²
- C) 18.84 m²
- D) Not here



Formula: $A = \pi r^2$

$$3.14 \times 6^2 \rightarrow 6 \times 6$$

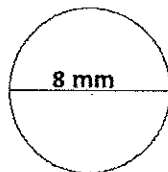
$$3.14 \times 36$$

$r = 6$
 $d = 12$

$$\begin{array}{r} 3.14 \\ \times 36 \\ \hline 1884 \\ + 9420 \\ \hline 113.04 \end{array}$$

A hole punch cuts a circular hole with a diameter of 8 millimeters in a piece of paper. Which is closest to the area, in square millimeters, of the hole?

- A 12.56
- B 25.12
- C 50.24
- D 200.96



Formula: $A = \pi r^2$

$$3.14 \times 4^2 \rightarrow 4 \times 4$$

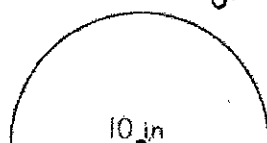
$$3.14 \times 16$$

$d = 8$
 $r = 4$

$$\begin{array}{r} 3.14 \\ \times 16 \\ \hline 1884 \\ + 3140 \\ \hline 50.24 \end{array}$$

Ashley wants to build a semi-circular flower bed with a diameter of 10 inches. How many sq. will her new flower bed be?

- A) 100 in²
- B) 157 in²
- C) 39.25 in²
- D) 78.5 in²



Formula: $A = \pi r^2$

$$3.14 \times 5^2 \rightarrow 5 \times 5$$

$$3.14 \times 25$$

$d = 10$
 $r = 5$

$\frac{1}{2}$ circle $\rightarrow 2$

$$\begin{array}{r} 39.25 \\ \times 2 \\ \hline 78.50 \end{array}$$

$$\begin{array}{r} 3.14 \\ \times 25 \\ \hline 1570 \\ + 6280 \\ \hline 78.50 \end{array}$$

Name: _____

Area and Circumference of Circles Math Lib

Write down the formula you need for each problem and show all of your work.

<p>1. Formula: _____</p> <p>π: _____</p> <p>d: _____</p> <p>r: _____</p>	<p>2. Formula: _____</p> <p>π: _____</p> <p>d: _____</p> <p>r: _____</p>	<p>3. Formula: _____</p> <p>π: _____</p> <p>d: _____</p> <p>r: _____</p>
<p>4. Formula: _____</p> <p>π: _____</p> <p>d: _____</p> <p>r: _____</p>	<p>5. Formula: _____</p> <p>π: _____</p> <p>d: _____</p> <p>r: _____</p>	<p>6. Formula: _____</p> <p>π: _____</p> <p>d: _____</p> <p>r: _____</p>

7. Formula: _____

π : _____

d: _____

r: _____

8. Formula: _____

π : _____

d: _____

r: _____

9. Formula: _____

π : _____

d: _____

r: _____

10. Formula: _____

π : _____

d: _____

r: _____

WRITE YOUR MATH LIB BELOW!

(1) _____ WAS (2) _____

to be (3) _____ WITH _____

(4) _____ ON (5) _____ AT _____

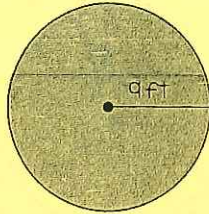
(6) _____ IN (7) _____ WEARING _____

(8) _____ WHILE (9) _____ Instagramming _____

(10) _____ TO impress everyone _____

1

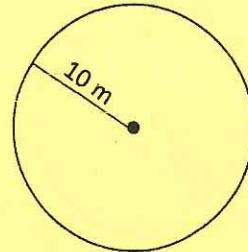
Find the
circumference of
the circle below:



- | | |
|------------|----------------|
| A) 50.8 ft | Mrs. Walters |
| B) 52.2 ft | Mrs. Stayton |
| C) 56.5 ft | Ms. Jones |
| D) 58.1 ft | Mrs. Castillo |
| E) 60.4 ft | Mrs. Rodriguez |

2

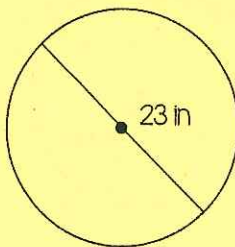
Find the area of
the circle below:



- | | |
|-----------------------|------------|
| A) 349 m ² | suspicious |
| B) 346 m ² | relieved |
| C) 314 m ² | pumped |
| D) 344 m ² | frightened |
| E) 354 m ² | overjoyed |

3

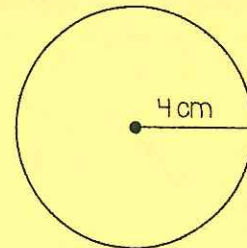
Find the
circumference of
the circle below:



- | | |
|------------|------------------|
| A) 71.8 in | swimming laps |
| B) 68.4 in | playing softball |
| C) 70.5 in | flying a kite |
| D) 74.9 in | shopping |
| E) 72.2 in | building a fort |

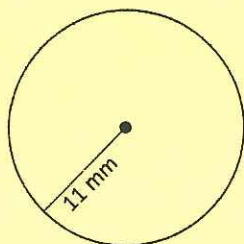
4

Find the area of
the circle below:



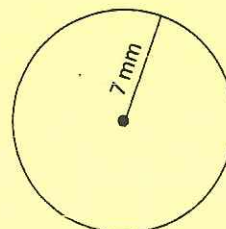
- | | |
|-------------------------|------------|
| A) 59.2 cm ² | Kermit |
| B) 54.7 cm ² | Scooby-Doo |
| C) 62.1 cm ² | Mulan |
| D) 48.5 cm ² | Bugs Bunny |
| E) 50.2 cm ² | Tweety |

5 Find the area of the circle below:



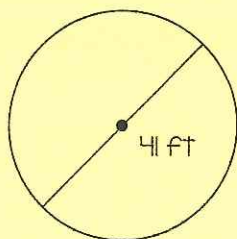
- A) 1519.8 mm^2 Pi Day
- B) 69.1 mm^2 Valentine's Day
- C) 949.9 mm^2 Halloween
- D) 379.9 mm^2 April Fool's Day
- E) 376.8 mm^2 St. Patrick's Day

6 Find the circumference of the circle below:



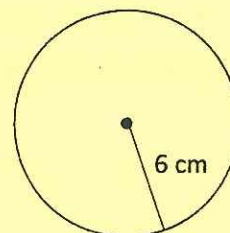
- A) 41.8 m the park
- B) 44.0 m the post office
- C) 46.2 m the airport
- D) 40.5 m the fire station
- E) 49.7 m the museum

7 Find the circumference of the circle below:



- A) 125.3 ft a boat
- B) 132.0 ft a plane
- C) 124.2 ft a tank
- D) 130.5 ft a hot air balloon
- E) 128.7 ft a police car

8 Find the area of the circle below:



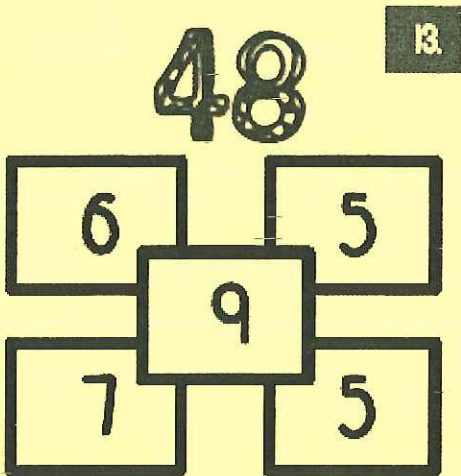
- A) 113.0 cm^2 elf costumes
- B) 118.2 cm^2 top hats
- C) 126.1 cm^2 wet suits
- D) 120.4 cm^2 tuxedos
- E) 115.7 cm^2 clown shoes

Pre-Algebra

PreAlgebra 7th Grade Week 6

Magic 48

Use the five given numbers to reach 48. All the numbers need to be used, in any order. You need to add, subtract, multiply or divide in order to reach 48. Paranthesis may also be used to assist in making the calculations.



Start Somewhere

• $5 + 5 + 9 + 6 + 7 =$
 $10 + 9 + 13$
 $19 + 13 \neq 48$

• $5 \times 5 = 25$
 $6 + 9 + 7 = 22$
 $\frac{25}{+22}$
 47 close!

• $7 \times 9 = 63$
 $- 48$
 15

Can I make
 $6, 5, 5 = 15$ somehow?

• $(5 + 5) - 9 = 1$
 $1 + 7 = 8$
 $8 \times 6 = 48$

Do Your Best!
Keep Trying!

1

48

9	4	6
1		1

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2

48

3	7	11
9		5

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3

48

1	3	10
9		3

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4

48

7	9	6
7		8

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5.

48

9	6
6	11

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6.

48

4	2
9	11

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7.

48

5	4
9	3

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8.

48

4	2
5	1

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9.

48

10	1	5
	1	1
3		

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10.

48

3	3	2
	3	2
9		

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11.

48

11	5	12
	5	11
9		

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12.

48

10	6	8
	6	7
7		

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Science

7th Sc

Unit 8 Notes

Earth and Space

Lesson 1: Catastrophic Events Reading Comprehension

Catastrophic Events

1 The world faces potential disasters every day. A disaster, or catastrophe, can be defined as a sudden event that causes loss of life and great damage. A natural disaster is the impact of a natural hazard on the environment. Natural disasters can cause loss of life, property damage, and changes to ecosystems. A man-made disaster is the impact on the environment of a hazard caused by human activity. Catastrophic events have occurred throughout human history, and they continue to occur today.

2 Many natural disasters occur because of weather, the conditions of the atmosphere at a certain location and at a certain time. Heavy precipitation can cause a natural disaster. Precipitation can take many forms, including rain, snow, hail, and sleet.

3 A thunderstorm is a weather event that produces lightning, strong winds, and heavy rain. Lightning is an electrical discharge in the atmosphere. Lightning strikes on Earth can cause damage, such as fires and airplane crashes. They also can kill humans and other animals. Heavy rain may cause flooding, which can destroy homes and other buildings, as well as habitats.

4 A flood is an overflow of water that submerges land that is not normally under water. Naturally occurring rainstorms can fill bodies of water, such as lakes and rivers, with excess water. As a result, such bodies of water will overflow their natural boundaries. Flooding can damage structures, such as bridges and buildings, and it can kill humans and animals. In addition, cars can be submerged, and sewer systems and roads can be damaged. Flooding can also contaminate drinking water, which can lead to the spread of diseases. Crops can be destroyed from flooding of croplands near rivers and lakes.

5 Sometimes floods occur because of a failure of human-made structures. A dam may burst, releasing water downstream. During Hurricane Katrina in 2005, human-made levees failed, releasing water which flooded much of New Orleans.

6 One harmful form of precipitation is called acid rain. Acid rain forms when chemicals in the air combine with water vapor to form acids. The chemicals that combine with water vapor are mainly sulfur, carbon, and nitrogen released by various factories or power plants. Acid rain can react with rocks, causing them to break apart. Acid rain can also affect the organisms that live in bodies of water, as well as animals and plants on land.

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

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

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

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

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

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

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

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

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

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

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

Unit 8 Notes Check

Catastrophic Events

1 Which answer best defines a flood?

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

2 A hurricane is best defined as:

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

3 A natural disaster is:

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

4 What is an earthquake?

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

5 A man-made disaster is:

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

6 Hail is best defined as:

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

7. A hurricane is also called:

- A a tropical cyclone
- B a thunderstorm
- C a tsunami
- D a flood

8. Which is not a disaster that can be caused by humans?

- A Forest fire
- B Flood
- C Hurricane
- D Landslide

9. Which is not a form of precipitation?

- A Snow
- B Hail
- C Lava
- D Sleet

10. According to the story, which natural disaster is most responsible for causing mass migrations?

- A Tornado
- B Drought
- C Acid rain
- D Earthquake

11. According to the story, all of the following can cause fires except:

- A earthquakes
- B volcanoes
- C tsunami
- D lightning

12. According to the story, all of the following chemicals are mainly responsible for creating acid rain except:

- A carbon
- B nitrogen
- C sulfur
- D hydrogen

13. Severe weather with cold temperatures and heavy, blowing snow is called a:

- A blizzard
- B hurricane
- C thunderstorm
- D tornado

14. Which answer best describes a man-made disaster?

- A A nuclear explosion beneath the ocean's surface causes a tsunami.
- B An earthquake destroys buildings and bridges.
- C A volcano erupts and releases ash into the atmosphere.
- D A river receives excessive rainfall and overflows and floods a town.

15. A tsunami is best defined as:

- A a giant wave of ocean water
- B a large rotating storm that forms over tropical waters and produces thunderstorms, high winds, and heavy rains
- C severe weather that produces lightning, strong winds, and heavy rain
- D an overflow of water that submerges land that is not normally under water

16. A volcano is:

- A a rotating, funnel-shaped column of air that is in contact with a rain cloud and the surface of Earth
- B an opening in Earth's surface through which magma, ash, and gases escape from beneath the surface
- C an event that creates seismic waves through a sudden release of energy in Earth's crust
- D an electrical discharge in the atmosphere

17. A thunderstorm is best defined as:

- A severe weather that produces lightning, strong winds, and heavy rain
- B a rotating, funnel-shaped column of air that is in contact with a rain cloud and the surface of Earth
- C a large rotating storm that forms over tropical waters and produces high winds and heavy rains
- D precipitation made of lumps of ice

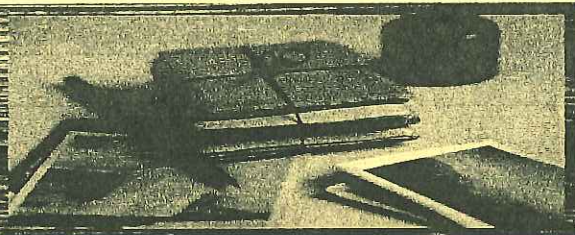
18. Weather is best defined as:

- A a sudden event that causes loss of life and great damage
- B the impact of a natural hazard on the environment
- C an electrical discharge in the atmosphere
- D the conditions of the atmosphere at a certain location and at a certain time

Social Studies

TEXAS

History



Name

Week # 6

Terrell, Washington, Erickstad, Wetzel, Hallonquist

Texas and the Civil War ... and Reconstruction

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

1. Purpose Games - Civil War Amendments
<https://www.purposegames.com/game/williamsonxyz-civil-war-amendments>
2. Purpose Games -Civil War Vocabulary <https://www.purposegames.com/game/civil-war-vocab-game>
3. Civil War Explained in Video - <https://www.youtube.com/watch?v=mKLO07PhVD8>
4. Assignment: Reconstruction/Civil War Quizizz - quizizz.com/join?gc=340332

Civil War Notes Chapter 15 Sec. 1

Texas withdraws from the U.S.

- 10 other Southern States seceded and formed a new nation: Confederate States of America

Abraham Lincoln

- Southern warned that they would secede if the Republicans won the 1860 election.
- Abraham Lincoln vs. Stephen Douglas
- Republicans won!

1861- The Texas Secession Convention meets .

- Met in Austin, TX
- They approved secession and voted Feb. 23, 1861
- Became the 7th state to secede
- Declared that the U.S. abused its power of the interest and prosperity of TX
(They believed their Southern way of life was in jeopardy)

Sam Houston governor of Texas – 1861

- Refused to take an oath of allegiance to the Confederacy
- Texas kicked their war hero out of office

The Confederacy is formed

- Met in Montgomery, Alabama
- Created a nation
- Wrote a constitution
- Elected a president

President Lincoln

- Believed the C. states had no right to leave
- Believed that the Union was _____.
- Vowed to preserve the Union at all costs

Fort Sumter, S Carolina

- April 12, 1861 Confederate troops opened fire on U.S. troops @ Ft. Sumter thus starting the Civil War

15-2 Notes

Texans become soldiers

- 60,000
Conscription Law

- German Texans refused to fight
 1. Religious reasons
 2. Germans against slavery

Texan Unionists

- 2000 strong

Galveston blockaded

- Union ships blockaded Texas ports
- Heavy blow to the south

Famous Texas Units : Known for bravery and courage

- Terry's Texas Rangers- this regiment fought in more battles than any other unit in the Civil War!
- Hood's Texas Brigade – Commander of the CSA –Robert E. Lee called Hood's men his "finest soldiers"

Terry's Texas Rangers

15-3

Hardships in TX

- Francis Lubbock –Gov. who wore a homespun suit to his inauguration
- Pendleton Murrah – Gov 1863

Women

- Women worked on farms
- Served as nurses
- Rosanna Osterman opened up a hospital in her Galveston home

Shortages : cloth, coffee, tea, baking soda,medicine

- Confederate Coffee –made of peanuts, okra, corn, and sweet potatoes
- Salt –salt drippings from smokehouses

War ends!

- Lee surrendered @ Appomattox Courthouse April 9, 1865
- 620,000 dead
- President Lincoln was assassinated 5 days after the war by John Wilkes Booth @ Ford's Theater



NAME : _____

CLASS : _____

DATE : _____

Reconstruction/Civil War

22 Questions

1. What cash crop accounted for the large increase in the slave population during the 1800's in Texas?
 - a) peanuts
 - b) sugar cane
 - c) potatoes
 - d) Cotton

2. All of the following were associated with the Battle of Palmito Ranch EXCEPT: (7.5C)
 - a) fought along the Rio Grande River
 - b) fought after the surrender of the Confederacy to the North
 - c) stopped in mid battle by agreement of both sides
 - d) last military conflict of the Civil War in Texas

3. What was one of the major economic differences between the North and the South before the Civil War?
 - a) The South was much larger than the North and had more factories.
 - b) Fewer southern farmers than northern farmers owned land.
 - c) The South produced a wider variety of products compared to the North.
 - d) The economy of the South was dependent on slave labor.

4. The 13th Amendment was added to the Constitution to end-?
 - a) the Civil War
 - b) slavery
 - c) Reconstruction
 - d) inequality among races

5. The Freedmen's Bureau was extended to Texas in order to —
 - a) settle immigrants
 - b) educate former slaves
 - c) control inflation
 - d) introduce new crops

6. What was the result when Texans voted on secession in 1861?

- a) A majority of Texans supported secession
- b) A majority of Texans opposed secession
- c) Most Texans chose to remain neutral
- d) A majority of Texans supported Houston's position.

7. What does Juneteenth commemorate?

- a) The end of slavery in Texas
- b) The beginning of summer in Texas
- c) The beginning of Reconstruction in Texas
- d) The end of the Civil War in Texas

8. Another name for "temporary" government is _____ government.

- a) Processional
- b) Personal
- c) Professional
- d) Provisional

9. Ulysses S. Grant had a significant role in the Civil War. What was his role?

- a) General of the Union Army
- b) General of the Confederate Army
- c) President of the Union
- d) President of the Confederate

10. Northerners wanted to abolish slavery and Southerners wanted to keep slavery. These two divided sections of the US selfishly focused on their own needs. This is called....

- a) sectionalism
- b) nationalism
- c) patriotism
- d) sectarianism

11. What did the 13th Amendment do?

- a) Abolished slavery
- b) Gave African American men the right to vote
- c) defined national citizenship and forbade the states to restrict the basic rights of citizens or other persons.
- d) made it illegal for any state to secede

12. What did the 14th Amendment guarantee?

- a) Slavery would be abolished
- b) The rights of the freed people would be protected
- c) African American could vote
- d) Women could vote

13. Commander of the Confederate Army of Northern Virginia

- a) Robert E. Lee
- b) Jefferson Davis
- c) Ulysses S. Grant
- d) Abraham Lincoln

14. The Battle of Antietam is significant because?

- a) the Union was able to split the Confederacy in two (East/West).
- b) was the bloodiest one-day battle of the war in U.S. History.
- c) put the Confederacy on the defensive for the rest of the war.
- d) it meant that the Civil War was going to be much longer and bloodier than initially anticipated.

15. What did the 15th amendment accomplish?

- a) Grants citizenship & equal protection
- b) Right to bear arms
- c) Bans slavery
- d) Guarantees voting rights

16. Identify what the Emancipation Proclamation did.

- a) freed slaves in the Confederate states
- b) ended slavery in the entire country
- c) freed slaves in the border states
- d) ended the Civil War

17. Grant captured this city gaining control of the Mississippi River and cutting the Confederacy in half.

- a) Battle of Bull Run
- b) Battle of Vicksburg
- c) Battle of Gettysburg
- d) Fort Sumter

18. The first shots fired of the Civil War occurred at _____?

- a) Gettysburg
- b) Appomattox
- c) Antietam
- d) Ft. Sumter

19. When the war began Lincoln's only concern was _____.

- a) ending slavery
- b) getting reelected
- c) punishing the south
- d) preserving the Union

20. Andrew Johnson became president when

- a) Grant lost the battle at Gettysburg
- b) Lincoln's assassination
- c) Robert E Lee captured Richmond, VA
- d) the South seceded

21. Which of the following is an effect of the Civil War?

- a) the Missouri Compromise
- b) Bleeding Kansas
- c) the Gettysburg Address
- d) Reconstruction

This Battle was the last battle of the Civil War?

- 22.
- a) Sabine Pass
 - b) Vicksburg
 - c) Palmito Ranch
 - d) Galveston

ESL Social Studies

EXERCISE 2 *Context Clues* 

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

COLUMN A

- _____ 11. word: _____
n. an exhibit of caged animals; the enclosure for such a collection
- _____ 12. word: _____
n. separation from others; aloneness
- _____ 13. word: _____
n. something made known; a dramatic disclosure of something
- _____ 14. word: _____
n. a lack of harmony; angry disagreement; strife; clashing sounds
- _____ 15. word: _____
n. descendants; future generations
- _____ 16. word: _____
n. the act or capacity of foreseeing, looking forward; prudence, preparation
- _____ 17. word: _____
n. a condition or an event perceived by the senses; a rare or unexplainable occurrence; a marvel; a happening
- _____ 18. word: _____
n. a representative who has the authority to act for others; *v.* to send as a representative
- _____ 19. word: _____
adj. of cats; catlike; *n.* a cat
- _____ 20. word: _____
n. a group, usually of nations or states, united in some shared purpose; a league of states

COLUMN B

- (A) No large **confederation** of peoples existed on the Northwest's Queen Charlotte islands. Each group was independent of the others.
- (B) Although the Haida were islanders, they did not live in **isolation**. In fact, they often received visitors, and they erected totem poles along the coast to greet them.
- (C) Typically, a family would **delegate** the task of carving their pole. The artist to whom they entrusted the job would carve the family's crest.
- (D) The poles show a family's pride in their animal ancestors. At one time many of these animals roamed freely across the continent. Today you are likely to see many of them only in a **menagerie**.
- (E) According to legend, an animal totem may be displayed only by that animal's **posterity**. The descendants of unrelated clans may not display that animal on their crests.
- (F) If someone not of the bear clan displayed a bear, **discord**, or strife, might result.
- (G) Many totem poles have vanished over the years. It is as though someone crept in like a **feline**, with the stealth of a cat, and stole them away.
- (H) Luckily, the **foresight** of the Haida will prevent the loss of more poles in the future.
- (I) The great totem pole Tsimshian yet stands. Visiting the pole can be a **revelation**, a dramatic lesson, for anyone who can read it.
- (J) It is still possible to experience the **phenomenon** of coming face to face with a cedar thunderbird towering in the forest. Such an amazing event is not soon forgotten by visitors to the Northwest.

EXERCISE 3.

Like Meanings and Opposite Meanings 

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

21. an unexplained phenomenon

- (A) a type of chemical
- (B) happening
- (C) discovery
- (D) sculpture

24. a strong confederation

- (A) festive decoration
- (B) large fire
- (C) type of food
- (D) unified group

22. our first delegate

- (A) representative
- (B) a type of door
- (C) legal action
- (D) a special celebration

25. a playful feline

- (A) folk dancing
- (B) cat
- (C) conversation
- (D) personality

23. a stone menagerie

- (A) cage of animals
- (B) tribal house for men
- (C) tower
- (D) weapon

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

26. a surprising revelation

- (A) stillness
- (B) secret
- (C) sadness
- (D) decision

29. for our posterity

- (A) benefit
- (B) audience
- (C) ancestors
- (D) future

27. the value of foresight


- (A) looking ahead
- (B) a device for aiming
- (C) telescopes
- (D) looking backwards

30. avoiding discord

- (A) disease
- (B) wrapping
- (C) agreement
- (D) hiding

28. a period of isolation

- (A) safety
- (B) happiness
- (C) argument
- (D) crowding

 **Resumen del capítulo 24**

Una sociedad en proceso de cambio

Los demócratas de Texas tenían opiniones divididas sobre cómo enfrentar los desafíos de la posguerra. Algunos apoyaban los derechos civiles, los sindicatos de trabajadores y los grandes programas de gobierno. Otros, como el gobernador tejano Allan Shivers, creían en un papel limitado del gobierno. En 1954, la Corte Suprema estableció que la segregación racial en las escuelas era inconstitucional. Sin embargo, Texas se demoró para poner en práctica los cambios ordenados por la Corte. Los afroamericanos también lucharon por la igualdad de acceso a los campos de golf y otras instalaciones públicas en Texas.

Otro asunto que surgió en Texas fue decidir a quién pertenecía el petróleo que se encontraba costa afuera de Texas. Dwight Eisenhower prometió que si lo elegían presidente, él otorgaría el control de ese petróleo a Texas. Aunque Eisenhower era republicano, los demócratas tejanos trabajaron para elegirlo. Eisenhower también apoyó el sistema de autopistas interestatales. Las nuevas autopistas fomentaron el crecimiento de los suburbios en Texas. En 1960, el tejano Lyndon Johnson fue electo vicepresidente. En 1963, un asesino en Dallas disparó y asesinó al presidente John F. Kennedy. Johnson se convirtió en el nuevo presidente.

Durante las décadas de los años 1950 y 1960, los tejanos hicieron grandes avances en las áreas de ciencia y tecnología. La compañía Texas Instruments fabricó los primeros transistores de radio. Jack Kirby inventó los circuitos integrados de silicio. Estos *chips* fueron cruciales para el desarrollo de las computadoras y las calculadoras modernas. El Centro Espacial de Houston desempeñó un papel principal en la puesta de los norteamericanos en el espacio. El hospital M.D. Anderson en Houston se dio a conocer por sus investigaciones sobre cáncer. Los doctores Michael DeBakey y Denton Cooley encontraron nuevas formas para el tratamiento de las enfermedades cardíacas.

INSTRUCCIONES: Responde las siguientes preguntas.

1. ¿Cuáles eran las opiniones divididas de los demócratas tejanos acerca del gobierno?

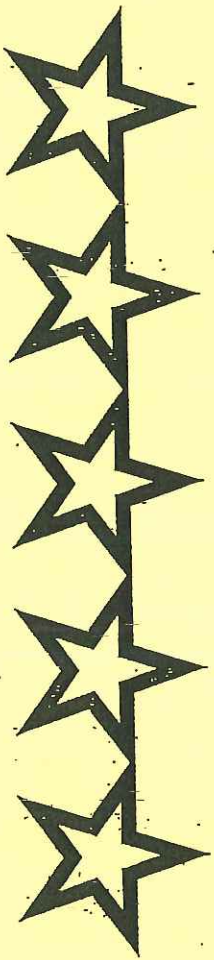
2. ¿Cuál era la posición de Dwight Eisenhower en cuanto al petróleo que se encontraba costa afuera?

3. ¿Por qué fue importante la invención del circuito integrado de silicio?

ESL Reading

5-Minute

Language Review



Week 30

Name _____

5-Minute Language Review



Week 30, Monday

Name _____

Draw a line through the incorrect verb. Write the correct verb above it.

1. Akira and Josh is the best artists in our class.
2. One of my cousins are coming to my house for a party.

Circle the Greek and Latin roots. Write what the roots mean.

- visible _____
- terminate _____
- contact _____
- benefit _____

Rewrite the sentence correctly.

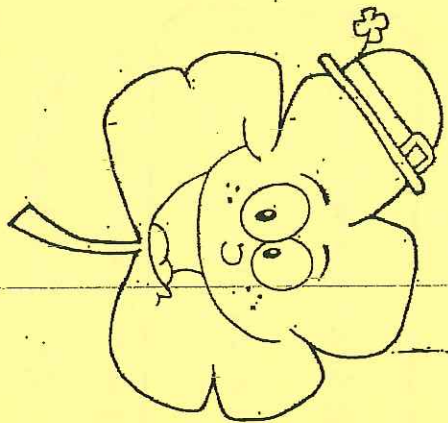
on st patricks day i were green in honor of the irish

Write the past tense of the verbs.

- draw _____
- fly _____
- put _____
- sleep _____

What change is needed, if any?

- Does my two friends get to play with us today?
- A. change *Does* to *Do*
 - B. change *two* to *too*
 - C. delete the question mark
 - D. make no change



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

5-Minute Language Review

Week 30, Tuesday

Name _____



Draw a line through the incorrect verb. Write the correct verb above it.

1. Children is always playing on the playground at noontime.
2. The babies was crying because they were hungry.

Circle the Greek and Latin roots. Write what the roots mean.

vocal _____
chronological _____
biography _____

Rewrite the sentence correctly.

st patricks day is the national holiday of ireland, and is celebrated on march 17

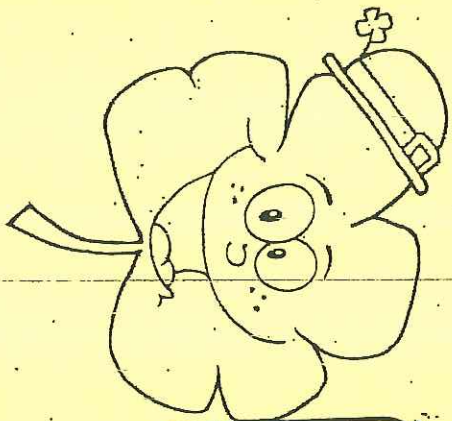
Write the past tense of the verbs.

read _____
lose _____
get _____
come _____

What change is needed, if any?

Tasmine wears green on St. Patrick's Day, and red on Valentine's Day.

- A. change *Patrick's to Patricks'*
- B. change *Valentine's to Valentines*
- C. delete the comma
- D. make no change



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

5-Minute Language Review



Week 30, Wednesday

Name _____

Draw a line through the incorrect verb. Write the correct verb above it.

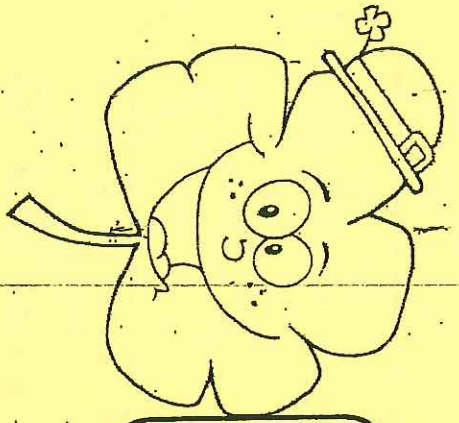
- The women of the town is having a fund raiser.
- Today we was working on our cheers for the game.

Circle the Greek and Latin roots. Write what the roots mean.

- animal _____
- archbishop _____
- asterisk _____
- abbreviation _____

Rewrite the sentence correctly.

irish pepole beleive that st patrick drove the snacks out of ireland



Write the past tense of the verbs.

- am _____
- drink _____
- find _____
- meet _____

What change is needed, if any?

The St. Patrick's Day parade was held on March, 17 2012 in New York City.

- A. change *Day* to *day*
- B. change parade to Parade
- C. change *March, 17* to *March 17,*
- D. make no change

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



Draw a line through the incorrect verb. Write the correct verb above it.

1. We were going to the party, but it got's canceled.
2. All mom's brothers are my uncles who loves to play football.

Rewrite the sentence correctly.

st patrick was born in england and tooken to ireland as a slave

Circle the Greek and Latin roots. Write what the roots mean.

- certain _____
- recognize _____
- democracy _____
- dentist _____

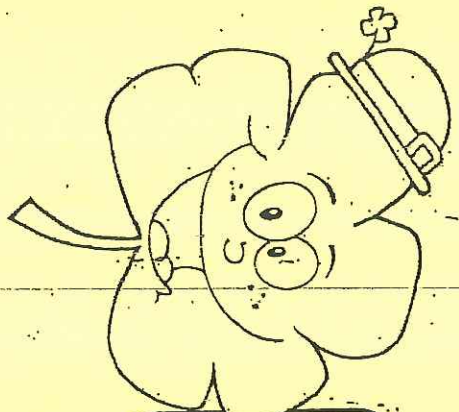
Write the past tense of the verbs.

feel	_____
eat	_____
go	_____
swim	_____

What change is needed, if any?

Marietta's two cousins who live in Dallas, are from Ireland and celebrate St. Patrick's Day.

- A. change Marietta's to Mariettas'
- B. delete the comma
- C. change *celebrate* to *Celebrate*
- D. make no change



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

5-Minute Language Review

Week 30 Quiz

Name _____



Draw a line through the incorrect verb. Write the correct verb above it.

1. One of my cousins are coming to my house for a party.
2. The babies was crying because they were hungry.

Circle the Greek and Latin roots. Write what the roots mean.

animal _____
visible _____
abbreviation _____
democracy _____

Rewrite the sentence correctly.

st patricks day is the national holiday of ireland, and is celebrated on march 17

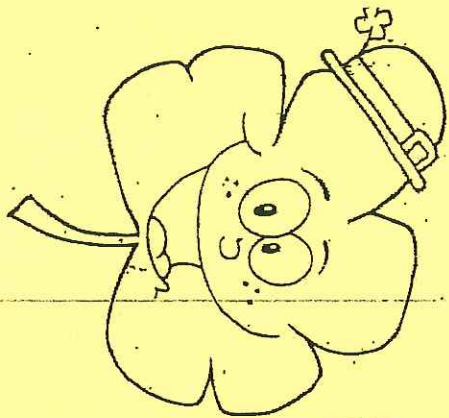
Write the past tense of the verbs.

draw _____
read _____
drink _____
am _____

What change is needed, if any?

Tasmine wears green on St. Patrick's Day, and red on Valentine's Day.

- A. change *Patrick's* to *Patrick's'*
- B. change *Valentine's* to *Valentines*
- C. delete the comma
- D. make no change



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

Name _____ Date _____

Consonant Clusters -tch and tw-

The letters tch stand for one sound. It is the sound you hear at the end of catch.
 The letters tw stand for two sounds. You hear them at the beginning of twin.

A Say the word that names each picture. Draw a line from the picture to the correct word.

twins
 twelve
 watch
 match
 twenty

In the words above, circle the letters that stand for the sound at the end of *catch*. Draw a line under the letters that stand for the sounds you hear at the beginning of *twin*.

B Solve the riddles. The answers to the odd numbers are words that begin with *tw*. The answers to the even numbers are words that end with *tch*.

1. It's noontime. _____
2. You use it to light candles. _____
3. It's what you get when you add ten and ten. _____
4. It tells you the time. _____
5. Two children in the same family who were born at the same time. _____

In your Journal, write riddles for two words that begin with **tw** and two that end with **tch**.

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Name _____ Date _____

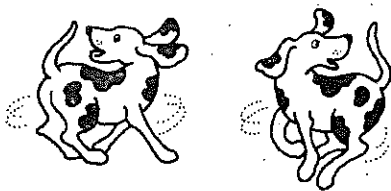
Word Pictures

Word pictures can make a story fun to read. They can also help you figure out the meaning of a word or phrase.

shake hands
next-door neighbor
chase our tails

A Write the word or phrase from the box that goes with each picture.

1.



2.



3.



B Now create your own word pictures. Write a word or phrase from the box above in the spaces below. Then use colored pencils, pens, or crayons to make word pictures.

1.

2.

Name _____ Date _____

GET READY TO WRITE!

Remember

A fantasy character is not real, but it can think, act, talk, and feel the way humans do.

Choose an animal. Use the chart to help you organize your fantasy paragraph.

Name of animal: _____

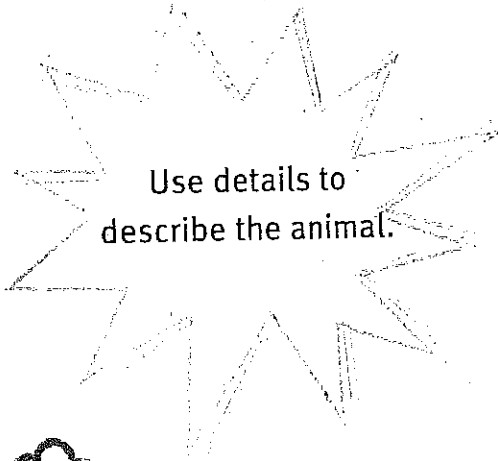
How does the fantasy animal look like a human?	Where does the animal live?	What does the animal do and say like a human?

Name _____

Date _____

Write a Fantasy Paragraph

You've picked an animal and organized your ideas. Now it's time to write your fantasy paragraph.



Use details to describe the animal.



Tell where the animal lives.

How does the animal act like a human?

Use complete subjects and predicates.

A large, vertical writing area with horizontal lines. A pencil icon is positioned on the right side of the lines. The writing area is intended for the student to write their fantasy paragraph.

Electives

Drama

All Theatre Classes Assignment for the Week of ~~April 27 - May 1, 2020~~ ^{May 4th}

A monologue is a speech given by a single character in a play. In Theatre it is a vocalization of a character's thoughts.

Directions: write a monologue for a character from a famous story, fairytale or book.

Steps to Creating a Monologue

1. Think up a character.
2. Create a character profile.
3. Begin your dialogue.
4. Edit your monologue.

Things to Remember

- There is only one person speaking
- It should be clear and easy to understand.
- Get the audience to feel what the character is feeling.
- Pick an important moment to speak about.
- Have fun with it!

Your Character Profile

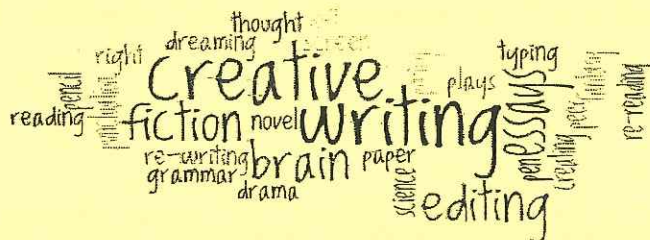
1. Name of Character
2. History of the character.
3. Their age.
4. Hair color/style, eye color
5. Clothing style
6. How others see them, their tone of voice and so forth.
7. What they love to do.
8. What's important to them.
9. What they hate.

Begin Writing Monologue

- Keep it short and sweet (1 page to 1 ½ page)
- Start by taking a part of your character's past and creating a flashback scene from it.
- Use some of the info from profile and the story character is from.

Edit your monologue:

- Make sure to edit your script a few times after you have finished it. You need to make sure that every single sentence and word is necessary and serves a purpose.
- Draft it and keep on going until you are happy with it. Only once you're happy with what you have and it checks all those "to remember" points in the list at the top should you consider it a final draft.



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Outdoor Adventure

May 4th

Using the following link answer the questions--*or use the article on the back.*
<https://tpwd.texas.gov/huntwild/wild/species/exotic/>

1. What agencies are working together to monitor, manage and research non-native plant and animal species?
2. What do non-native plants, animals and shellfish do to threaten native plants and animals?
3. What are 3 problems these non-native species can cause?
4. Name 1 plant, fish and shellfish that would be considered a non-native or invasive species? (use the link to see a list)
5. How do the species get to other bodies of water?
6. What are 3 present concerns?

Watch the following videos

<https://www.youtube.com/watch?v=nSpzijVs02k>

https://www.youtube.com/watch?v=J_3W3xbAQeg

<https://www.youtube.com/watch?v=vsQyMX5BcDw>

Aquatic Invasive Species

Statewide Aquatic Invasive Species Management. Texas Parks and Wildlife Department, partner agencies, river authorities, and other partners are working together to monitor, manage, and research the many non-native plants and animals that threaten our waterways. Learn more about these efforts in the Fighting Aquatic Invaders section of our website.

A Threat to Texas Waterways. Fish, shellfish, and aquatic plants that are not native to Texas may compete with native animals and plants for food and space. In their new environment, they can multiply and spread at an alarming rate, impeding boater access for recreation, causing expensive damage to water and power supply infrastructure, affecting water quality, and causing a range of other problems. In order to manage and conserve our natural resources, the Texas Parks and Wildlife Department enforces laws to protect our state waters against the introduction of invasive species. Some, such as triploid grass carp and water spinach, may be handled and distributed by people who have the appropriate permits from the Texas Parks and Wildlife Department. Others are so dangerous that we need to do everything we can to stop them from being introduced and becoming invasive. Get a complete list of prohibited aquatic organisms. Invasive species often travel from one water body to another by "hitching a ride" on a watercraft. To curb the spread of invasive species, boaters in Texas are required by law to remove harmful plants and animals from boats and trailers before leaving the vicinity of a lake, river, or bay. Learn how to properly clean your recreational equipment. Find out more about the many invasive species that pose a threat in Texas, where they're found, and how you can help. Visit TexasInvasives.org.

Present Concerns

Here are some of our biggest threats:

Zebra Mussels are found in lakes Austin, Belton, Bridgeport, Canyon, Dunlap, Eagle Mountain, Georgetown, Granger, Grapevine, Lady Bird, Lavon, Lewisville, Livingston, Lyndon B. Johnson, Marble Falls, McQueeney, O.H. Ivie, Pflugerville, Placid, Ray Roberts, Richland Chambers, Stillhouse Hollow, Texoma, Travis, Waco, Walter E. Long, Worth, and three small lakes in Dallas and Grayson counties. See map. To combat the spread of this destructive pest, a statewide rule requires draining of water from boats and onboard receptacles when leaving or approaching public fresh waters.

Giant Salvinia. Spotted in several East Texas lakes. An infestation can double its size in just one week.

Lionfish appeared off South Florida in 1985 and spread rapidly, moving up the East Coast in the 2000s, covering the Caribbean by 2009 and then invading the Gulf of Mexico, reaching Texas in 2011. For more on this marine pest, see our Frequently Asked Questions.

Photo courtesy of NOAA Archives

SECTION 1-1

SECTION SUMMARY

Matter and Changes in Matter

Guide for Reading

- ◆ What are the two kinds of properties of matter?
- ◆ How are elements and compounds related?
- ◆ What happens during a chemical reaction?

Chemistry is the study of the properties of matter and how matter changes. **Physical and chemical properties of matter are characteristics used to classify and describe a particular substance.** A **physical property** is a characteristic of a substance that can be observed without changing the substance into something else. Physical properties include color, density, hardness, and melting point. A **chemical property** is observed when a substance is changed into another substance. Chemical properties include whether or not a substance burns, rusts, or reacts with water.

All of the matter around you is composed of one element or a combination of two or more elements. An **element** is a substance that cannot be broken down into any other substances by chemical or physical means. Elements are represented by one- or two-letter **symbols**; for example, O for oxygen or Fe for iron. **Elements maybe combined to make compounds.** Two or more elements chemically bound together in a set ratio make a **compound**. Compounds are shown by a **formula** such as CO for carbon monoxide. If two or more substances are in the same place but not chemically combined, they form a **mixture**. The substances in a mixture do not have to be combined in a specific ratio. Each substance keeps its own individual properties.

Matter is changing around you all the time. A **physical change** alters the form or appearance of a material but does not convert the material into new substances. Water is a solid when frozen, and a gas when heated. These are physical changes. Water is the same substance in each form.

A change in matter that forms one or more new substances is called a **chemical change**, or chemical reaction. You can detect many chemical reactions by observing changes in the properties of matter. **The key characteristic of a chemical reaction is the production of new materials that are chemically different from the starting materials.** A chemical reaction can be written as a **chemical equation** that uses symbols and formulas. The substances you start with, the **reactants**, are written on the left side of an arrow. The substances you end with, the **products**, are written on the right side of the arrow.

The matter you see is made of particles you can't see. The smallest particle of an element is an **atom**. All the atoms of an element have the same chemical properties. A combination of two or more atoms is a **molecule**. The atoms in a molecule may be alike or different, and are held together by a force called a **chemical bond**. **Chemical reactions occur when chemical bonds are formed or broken.**

SECTION 1-1

REVIEW AND REINFORCE

Matter and Changes in Matter

◆ Understanding Main Ideas

Complete the following table. Describe changes in properties that you might notice during each process and state whether the changes are chemical or physical.

Changes in Matter		
Event	Observable Changes	Type of Change
Baking a cake		
Burning a log		
Freezing water		

◆ Building Vocabulary

From the list below, choose the term that best completes each sentence.

- atom
- chemical bond
- molecule
- compound
- element
- mixture
- chemical reaction
- chemical property
- reactants
- chemistry

1. The smallest particle of an element is a(n) _____.
2. A(n) _____ has different properties than the elements that compose it and is made of substances combined in a specific ratio.
3. A _____ is observed when a substance changes into a different substance.
4. A chemical change is also referred to as a(n) _____.
5. In a chemical reaction, the substances you start with are called the _____.
6. When combined substances retain their individual properties, the result is a(n) _____.
7. A(n) _____ is formed or broken apart during a chemical reaction.
8. The combination of two or more atoms is called a(n) _____.
9. A(n) _____ is the simplest type of substance and cannot be broken down into any other substances.
10. _____ is the study of the properties of matter and how matter changes.

Dance I and Dance II (ADT)-

Weeks of April 13th- May 4th

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 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: alliciaghargett@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

Coach Meeks

PE Home Workout

Workout For Week 5

1. Bench step-ups: Step right foot, then left, up onto a low bench, then step down. Switch your starting

2. Burpees: side with each set.

From standing, squat down, place your hands on the ground, and jump your feet back into a plank position. Lower body to the floor for a push-up. Push back up to plank. Hop feet back in and stand up.

3. Calf raises: From standing, lift up onto your tiptoes and hold, then lower.

4. Cartwheels: A blast! If anyone can't pull them off, just try to approximate the move.

5. Crab walks: Sit with your knees bent and feet flat on the ground; place palms on the ground behind you. Lift hips a few inches and walk forward on your hands and feet like a crab, then walk backward.

6. Crab toe touches: From your crab position, lift left leg and right arm and try to touch your toes. Lower and repeat on the other side.

7. Handstands against a wall: Make it a game and see who can hold it the longest.

8. Hip bridges: Lie on your back with knees bent and feet flat on the ground; rest arms by sides. Press feet firmly down as you slowly lift your hips off the ground; hold for a few counts, then lower.

9. Inchworms: Bend forward at the hips and place hands on the ground with knees slightly bent, then walk them forward until you're in a plank position. Now walk feet in to meet your hands and stand back up.

10. Planks: Lie on the ground on your belly, chest lifted off ground. Flex your feet (toes on the floor), engage legs, and lift body up, balancing on forearms and toes. Keep entire body strong and butt in line with shoulders and heels. Hold.

11. Push-ups: Get into position and bend elbows and lower chest toward the ground, then push back up.

12. Side leg raises: Lie on one side, with your feet and hips stacked; prop yourself up on your forearm. Align shoulder over elbow. Lift your top leg straight up, keeping foot parallel with the ground and flexing your toes; pause at top, then lower.

13. Side planks: Lie on one side and prop yourself up on your forearm. Stack your feet and hips. Lift hips straight off the ground. Hold. Repeat on the opposite side.

14. Squat jumps: Stand with your feet hip-width apart, bend your knees, and squat your butt back and down, then jump straight up in the air, and land back down in the squat with knees bent.

15. Straight-arm planks with arm row: Get into a push-up position, with feet slightly wider than hip-width. Hold it while you bend right elbow and lift it straight up, bringing hand up by side. Lower hand and repeat on the other side.

16. Supermans: Lie facedown, with your arms and legs extended. Slowly lift your arms and legs off the ground as high as you can; keep the neck relaxed and look down at the ground. Hold, then lower.

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.

Cheer:

I am currently in contact with all of them on our app. Can I just send them their weekly challenges like I have been doing?

Nombre _____ Clase _____ Fecha _____

Gramática B *The Verb tener*

Level 1, pp. 91-95

¡AVANZA! Goal: Use **tener** to say what people have and have to do.

1 Choose the form of **tener** that best completes each sentence.

- 1. Javier _____ clase de español los martes a las once menos cuarto.
 - a. tienen
 - b. tienes
 - c. tenemos
 - d. tiene
- 2. Muchas veces, Raúl y Aída _____ que tomar apuntes en la clase de historia.
 - a. tiene
 - b. tienen
 - c. tenemos
 - d. tienes
- 3. Lorena, Paloma y yo _____ que trabajar los sábados y domingos.
 - a. tenéis
 - b. tengo
 - c. tenemos
 - d. tienen
- 4. Carolina, ¿tú _____ un lápiz?
 - a. tiene
 - b. tengo
 - c. tienes
 - d. tenéis

2 Tell what the following people have to do in order to get good grades. Write complete sentences.

modelo: Jorge / tomar apuntes (siempre)
Jorge siempre tiene que tomar apuntes.

- 1. María Elena y Nora / estudiar (mucho)
María Elena y Nora tienen que estudiar mucho
- 2. nosotros / usar la computadora (siempre)

- 3. yo / hablar con la maestra (de vez en cuando)

- 4. Alejandro / hacer la tarea (muchas veces)

- 5. tú / leer el libro / (todos los días)

3 Write three sentences to explain what you have to do in Spanish class today.

UNIDAD 2 Gramática B

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Nombre _____ Clase _____ Fecha _____

Gramática A The Verb tener

Level 1, pp. 91-95

Verb tener

AVANZA!

Goal: Use **tener** to say what people have and have to do.

Yo tengo
 Tú tienes
 Él tiene
 Ella tiene
 Usted tiene
 Nosotros tenemos
 Ellos, ellas tienen
 Ustedes tienen

1 Underline the correct form of **tener** that completes the sentence.

- Nosotros (tienen / tenemos) patinetas.
- Tú (tienes / tengo) una computadora.
- Laura y Tomás (tiene / tienen) clase a las nueve y cuarto.
- Yo (tiene / tengo) mucha tarea de ciencias.

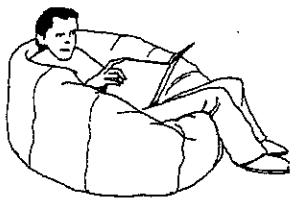
2 Complete the following sentences with an expression of frequency from the word bank:

nunca
siempre
de vez en cuando
mucho

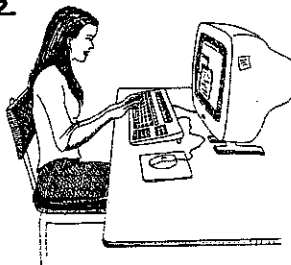
- Rodrigo y Trina son muy inteligentes; _____ les gusta contestar las preguntas del maestro.
- No me gusta sacar una mala nota; tengo que estudiar _____.
- Teresa es muy perezosa; _____ le gusta hacer la tarea.
- La clase de inglés es muy fácil; tenemos tarea _____.

3 Para sacar una buena nota en el examen... Look at the drawings and write two complete sentences about what the following people have to do.

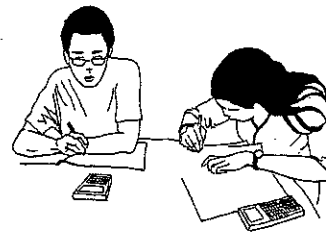
1.



2.



3.



- _____
- _____
- _____

Notes: uses of verb tener

- express possession
- express obligations (things you have to do)
- Tell age (Tengo diez años)

Mrs. Lugo Art I and Art II

I miss you guys so much !!!

Here is a step by step on one point perspective. Draw the buildings on both sides and make them into your favorite stores. You may color them or shade them. You may use the back of this paper and it must be landscape. You will need a ruler and a pencil. If you have any questions please feel free to email at tlugo@mpisd.net

How to draw a city street in one-point perspective.

<http://artwithmgram.blogspot.com/>

