Name_____

Date_____

Teacher_____

Campus_____

8th GRADE

Week Six

May 4th-8th

Mount Pleasant ISD

English

Week 6: May 4-May 8, 2020

Directions: Read the passage and answer the questions that follow.

The Truth About Binge Watching

It's 9 p.m. and you're planning to go to sleep soon. You have to be up at dawn for a basketball game. But you want to relax a bit before bed. So you pull up your favorite YouTube channel and press play.

When the video ends, another one starts immediately. One more can't hurt, right? But then you watch a third video. Then a fourth . . . and a fifth . . .
Before you know it, it's 1 a.m. and you haven't even brushed your teeth.
If this scenario sounds familiar, you're not alone. In fact, most Americans admit to binge-watching—that is, watching multiple episodes of a TV show or devoting hour after hour to platforms like YouTube and TikTok in one sitting. The occasional binge-watch is fun and harmless. But as binge-watching has become ingrained in our culture, experts are sounding the alarm. They're saying that all this screen time is making us tired and depressed. So why do we do it? And how can we stop?

Your Bingeing Brain

When your parents were kids, there was basically one way to watch shows: on a television. Back then, most series released one episode per week. If a show ended on a cliff-hanger, you had to wait an entire week (in agony!) to find out what happened. Binge-watching was possible only if you rented or bought VHS tapes or DVDs of the show after it aired. Today, we have streaming services, such as Netflix, Hulu, and Disney Plus, that provide access to entire seasons of a show. Thanks to these platforms, we don't have to wait a week—or even a minute—to find out what happens to Eleven in *Stranger Things*. We just click "Next Episode."
We don't binge-watch simply because we can though. We binge-watch because our brains make it physically difficult to pull ourselves away. Here's the deal: When you feel pleasure—like when you bite into a gooey brownie or listen to your favorite song—your brain releases a chemical called dopamine. That chemical is also released when you watch a video you enjoy. Your brain *really* likes this rush of dopamine, so it eggs you on: "One more! One more!"
Our brains are not entirely to blame however. Streaming platforms are designed in a way that keeps us watching. Autoplay, where the next video starts automatically, and commercial-free viewing options mean our eyes stay glued to the screen.

Bingeing All the Time

Binge-watching isn't all bad. Zoning out with a good show can help you relax and take your mind off your worries for a while. And if you turn it into a special event—such as having friends over for a Supergirl marathon—it can be a fun way to socialize. The problem arises when we binge all the time. A 2017 study found that people who binge regularly are more likely to be chronically tired because they stay up later. They are also more sedentary. Numerous studies have shown that sitting for long periods of time isn't good for our physical health. Then there is the fact that we often binge-watch by

ourselves. Too much time alone in front of a screen has been linked to loneliness and depression. Here's another reason not to binge too often: You may not have as much fun. When a show releases one episode per week—as The Mandalorian did—it builds excitement and gives people a chance to talk and analyze between episodes. Research suggests that we may actually enjoy shows more when we watch them more slowly.* So how do you know when binge-watching goes too far? Skipping out on time with friends and family, missing meals, and skimping on sleep are all signs that it's time to scale back.

How to Beat the Binge

The good news is that you can beat the binge—with a little practice. Dr. Danesh Alam from Northwestern Medicine Central DuPage Hospital recommends deciding at the start of the week how much time to dedicate to shows and videos. You can use Apple's Screen Time tools to track your time on apps. You can also disable autoplay on many platforms, including YouTube and Netflix. If you're still having trouble, enlist a friend to help. Plan a screen-free hangout on Saturday afternoons, for example. And when you do binge-watch, take breaks. Walk the dog. Kick a ball around. Have a dance-off between Mandalorian episodes (because yes, the entire first season is now available). And most important? Turn off the screen one hour before bed. This will help you get a good night's sleep. We promise Baby Yoda will still be there tomorrow.

1. What is the main purpose of the section "Bingeing All the Time"?

A- to provide suggestions of shows to binge-watch

B- to explain why people binge-watch

C- to persuade readers to never binge-watch

D- to help readers understand the effects of bingewatching on the mind and body

2. In the section "How to Beat the Binge," author Mackenzie Carro's tone could best be described as -

A- reflective and uncertain.

B- frustrated and stern.

C- suspicious and worried.

D- lighthearted and encouraging

3. Which lines best support the answer you chose in question 2? <u>Choose two answers</u>.

A- "The good news is that you can beat the binge—with a little practice."

B- "We promise Baby Yoda will still be there tomorrow."

C- "Dr. Danesh Alam from Northwestern Medicine Central DuPage Hospital recommends deciding at the start of the week how much time to dedicate to shows and videos."

D- "Turn off the screen one hour before bed."

4. The author writes, "But as binge-watching has become ingrained in our culture, experts are sounding the alarm." From this line, you can infer that experts -

A- are supportive of the binge-watching trend.

B- are uncertain about binge-watching.

C- are excited that so many people binge-watch.

D- are concerned about how popular bingewatching has become.

5. Consider this line: "And if you turn [bingewatching] into a special event—such as having friends over for a Supergirl marathon—it can be a fun way to socialize." This line -

A- emphasizes how popular binge-watching is.

B- offers a rebuttal to the argument that bingewatching is enjoyable.

C- supports the argument that binge-watching occasionally isn't harmful.

D- supports the claim that Supergirl is a good show.

6. Based on the article, with which of the following statements can you conclude the author would likely agree? Choose two answers.

A- Binge-watching has benefits and drawbacks.

B- People should never binge-watch.

C- Binge-watching is OK when done infrequently.

D- Binge-watching makes shows more enjoyable.

7. What attitude toward binge watching does that author portray? Answer this question using 5-8 sentences with text evidence to support your answer.

Math

8th Grade Math Department
Week 6 Review:

- Students, over the next weeks you will each be reviewing material already learned. In each packet, you will be given instruction, examples, and practice problems.

- For those of you wondering about a calculator. If you have a phone or tablet there is a good app you may download called (Calculator X). This is the closet app we have found to our classroom calculators.

- Week 6 will be a review over slope. You will look at slope from a graph, table, and two points.

- If you will be working online the following assignments will be available to you through google classroom.

- Login information for Google Classroom is as follows:

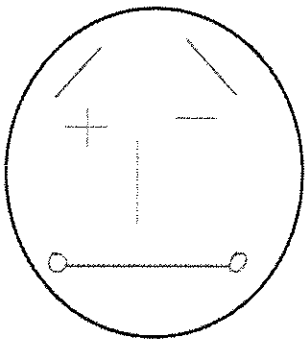
    - Username: first.last@stu.mpisd.net
    - Password: 8 digit birthdate followed by mpd
- Example: John.smith@stu.mpisd.net, 05041992mpd

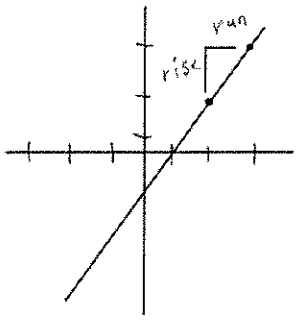
Contact Information for Teachers
Please contact your teacher with any questions

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

(Slope)

Graph:	Table:	2 Points:
$\frac{\text{rise}}{\text{run}}$	$\frac{\Delta y}{\Delta x}$	$\frac{y_2 - y_1}{x_2 - x_1}$





$\frac{1}{1} = 1$

x	y
3	4
6	8
9	12
12	16

+3 → +4; +3 → +4; +3 → +4

$\frac{\Delta y}{\Delta x} = \frac{4}{3}$

$x_1\ y_1 \quad x_2\ y_2$

$(2, 3)\ (4, 9)$

$\frac{9-3}{4-2} = \frac{6}{2}$

3

Practice

1. Find the slope between $A(-1, -4)$ and $B(5, 2)$ to the nearest tenth.

   A. -4.5

   B. 4.5

   C. 1

   D. 9.8

2. Find the slope between $C(8, 9)$ and $D(-6, -3)$ to the nearest tenth.

   E. 6/7

   F. 7.2

   G. 7/6

   H. -6/7

3. Find the slope of the line passing through the points (–7, 1) and (7, 8).

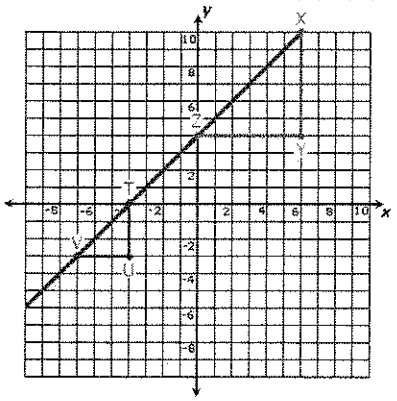
   A. 2

   B. 1/2

   C. 0

   D. -1/2

4. The slope of the line shown between the points (-7, -3) and (-4, 0) is equal to its slope between the points (0, 4) and (6, 10). Which of the following best describes triangle TUV and triangle XYZ?



   E. The length of TU is equal to XY.

   F. The length of TU is equal to XY.

   G. Triangle TUV is congruent to triangle XYZ.

   H. Triangle TUV is similar to triangle XYZ.

5. Find the slope of the line passing through the points (3, 2) and (5, 6).

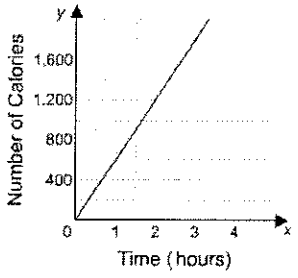
   A. 2

   B. 1/2

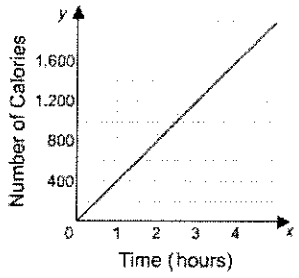
   C. -1

   D. -1/2

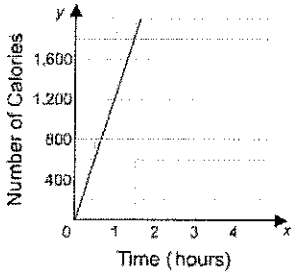
6. Cheryl participated in a study to determine the rate at which she burns calories while exercising. Her results show that she burns an average of 400 calories per hour during intense exercise. Which graph represents the average number of calories Cheryl burns per hour while exercising?



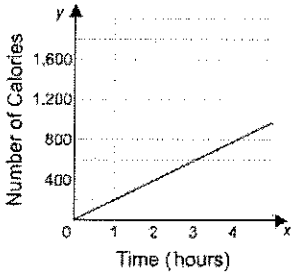
W.



X.



Y.



Z.

E. Z

F. W

G. X

H. Y

7. A painting service charges a supplies fee plus an hourly wage as shown in the table below. What is the slope of the line represented in the table?

Painter Service Charges

Hours	Charge
0	$31
1	$56
2	$81
3	$106
4	$131

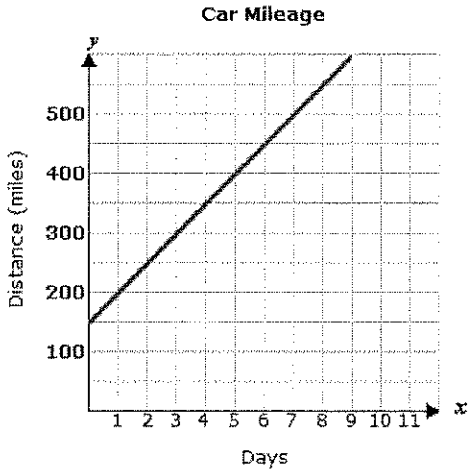
A. 31

B. 25

C. 56

D. 100

8. Marjorie bought a new car with some miles already clocked on it. She kept track of the miles she put on her new car each day, as shown on the graph below. What is the slope of the line shown in the graph?



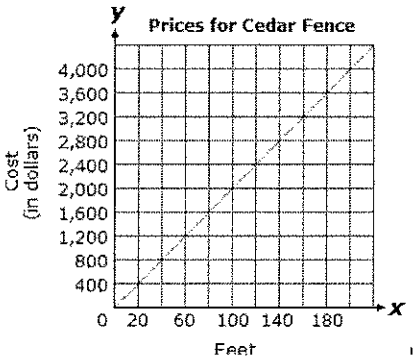
A. 25

B. 100

C. 50

D. 150

9. Philip wants to replace his existing fence. He received a quote from a general contractor based on the graph below. The graph shows the cost of a new cedar fence based on the number of feet. What is the unit rate of the graph?



E. $1 per foot

F. $10 per foot

G. $20 per foot

H. $5 per foot

10. What is the slope of the line represented by the table below?

x	y
-1	-1
1	5
2	8
4	14
8	26

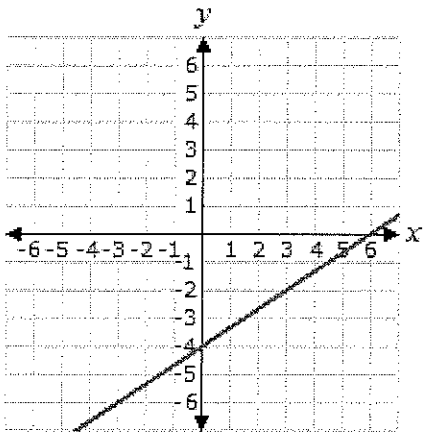
A. 3

B. 8

C. 4

D. -1

11. Determine the slope of the line below.



E. -2/3

F. -3/2

G. 2/3

H. 3/2

Algebra

Algebra Wkle

Parallel & Perpendicular Lines

May 4-8

Parallel Lines have the *same slope* but different y-intercepts.

Perpendicular Lines have *opposite reciprocal slopes.*

Writing Equations of Parallel Lines:

1. Find the slope of the original line by first converting it to slope-intercept form if it is in Standard Form. The slope of the line parallel will have that same slope.
2. Use the given point along with the slope you just found to write the equation of the line in point-slope form.
3. Convert the point-slope form equation to slope-intercept form.

Ex: Write the equation of the line that is parallel to the line $y = 3x - 5$ and passes through the point $(-2, 4)$.

$y = 3x - 5$

$m = 3$, so slope of parallel line is 3, too

→ $y - 4 = 3(x + 2)$

→ $y - 4 = 3x + 6$

→ $\boxed{y = 3x + 10}$

Writing Equations of Perpendicular Lines:

1. Find the slope of the original line. The slope of the line perpendicular will have the opposite (negative) reciprocal slope.
2. Use the given point along with the slope you just found to write the equation of the line in point-slope form.
3. Convert the point-slope form equation to slope-intercept form.

Ex: Write the equation of the line that is perpendicular to the line $x - 3y = -6$ and passes through the point $(-1, 1)$.

$x - 3y = -6$ → $-3y = -x - 6$

→ $y = \frac{1}{3}x + 2$

$m = \frac{1}{3}$, so slope of perpendicular line is -3

→ $y - 1 = -3(x + 1)$

→ $y - 1 = -3x - 3$

→ $\boxed{y = -3x - 2}$

Slope-Intercept Form

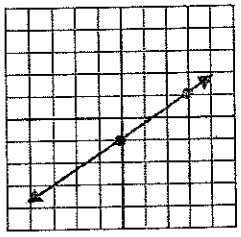
$y = mx + b$

m = slope & b = y-intercept

Graphing from Slope-Intercept Form:

1. Make a point at the y-intercept.
2. Use the slope $\left(\frac{\text{rise}}{\text{run}}\right)$ to make more points.
3. Connect the points to form a line.

Ex: Graph $y = \frac{2}{3}x - 1$



y-intercept is -1

slope $= \frac{2}{3}$, (so from the y-intercept go up 2 & right 3)

Point-Slope Form

$y - y_1 = m(x - x_1)$

m = slope & (x_1, y_1) is a point on the graph

Converting Point-Slope Form to Slope-Intercept Form:

1. Distribute m.
2. Move y_1 to the other side of the equation.

Converting Slope-Intercept Form to Standard Form:

1. Bring the x term to the left.
2. If there are fractions in the equation, multiply everything through by the least common denominator.
3. If A is negative, multiply everything through by -1.

Ex: Write the equation of the line passing through the points $(-1, 2)$ and $(3, 4)$ in point-slope form. Then convert it to slope-intercept and standard form.

$m = \frac{4 - 2}{3 - (-1)} = \frac{2}{4} = \frac{1}{2}$

Point-Slope Form: $\boxed{y - 2 = \frac{1}{2}(x + 1)}$

Convert to Slope-Intercept Form:

→ $y - 2 = \frac{1}{2}x + \frac{1}{2}$ → $\boxed{y = \frac{1}{2}x + \frac{5}{2}}$

Convert to Standard Form:

→ $-2\left(-\frac{1}{2}x + y = \frac{5}{2}\right)$ → $\boxed{x - 2y = -5}$

Parallel and Perpendicular Lines Maze

Some boxes might not be used

Name _____

Start Here

FOR EACH PROBLEM: Write an equation in slope intercept form for the line that passes through the given point and is parallel/perpendicular to the graph of the given equation.

Begin at the "Start" box and work your way through the maze until you reach the "Finish" box.

Passes through (4,−3)
Parallel to $y=\frac{1}{2}x+5$

$y=\frac{1}{2}x-5$

Passes through (6,−2)
Perpendicular to $y=-3x+4$

$y=3x-4$

Passes through (3,−7)
Parallel to $y=2x-7$

$y=-2x+5$

$y=\frac{1}{3}x-2$

$y=3x-2$

$y=\frac{1}{3}x-4$

$y=2x+4$

Passes through (−1,4)
Perpendicular to $y=2x+9$

$y=-\frac{1}{3}x-11$

Passes through (−6,9)
Perpendicular to $y=3x-2$

$y=-2x-4$

Passes through (4,−6)
Perpendicular to $y=\frac{1}{2}x+2$

$y=3x-7$

$y=-3x+11$

$y=-\frac{1}{3}x+7$

$y=-2x+9$

$y=-2x+2$

Passes through (9,4)
Parallel to $y=-\frac{1}{3}x-4$

$y=3x-11$

Passes through (6,7)
Parallel to $y=3x-11$

$y=-2x+15$

Passes through (6,−3)
Parallel to $y=-2x-5$

$y=-\frac{1}{3}x+7$

$y=3x+11$

$y=\frac{1}{3}x-25$

$y=-\frac{1}{3}x-25$

$y=-2x-9$

Passes through (14,−2)
Perpendicular to $y=2x-9$

$y=-\frac{1}{2}x-9$

Passes through (−2,−3)
Perpendicular to $y=x-7$

$y=-x+1$

Passes through (1,6)
Perpendicular to $y=-x+4$

$y=-\frac{1}{2}x+5$

$y=-\frac{3}{2}x+7$

$y=x-9$

$y=-x-5$

$y=x-1$

Passes through (4,1)
Perpendicular to $y=\frac{2}{3}x+11$

$y=-\frac{3}{2}x+9$

Passes through (7,−9)
Parallel to $y=-2x+4$

$y=-x-15$

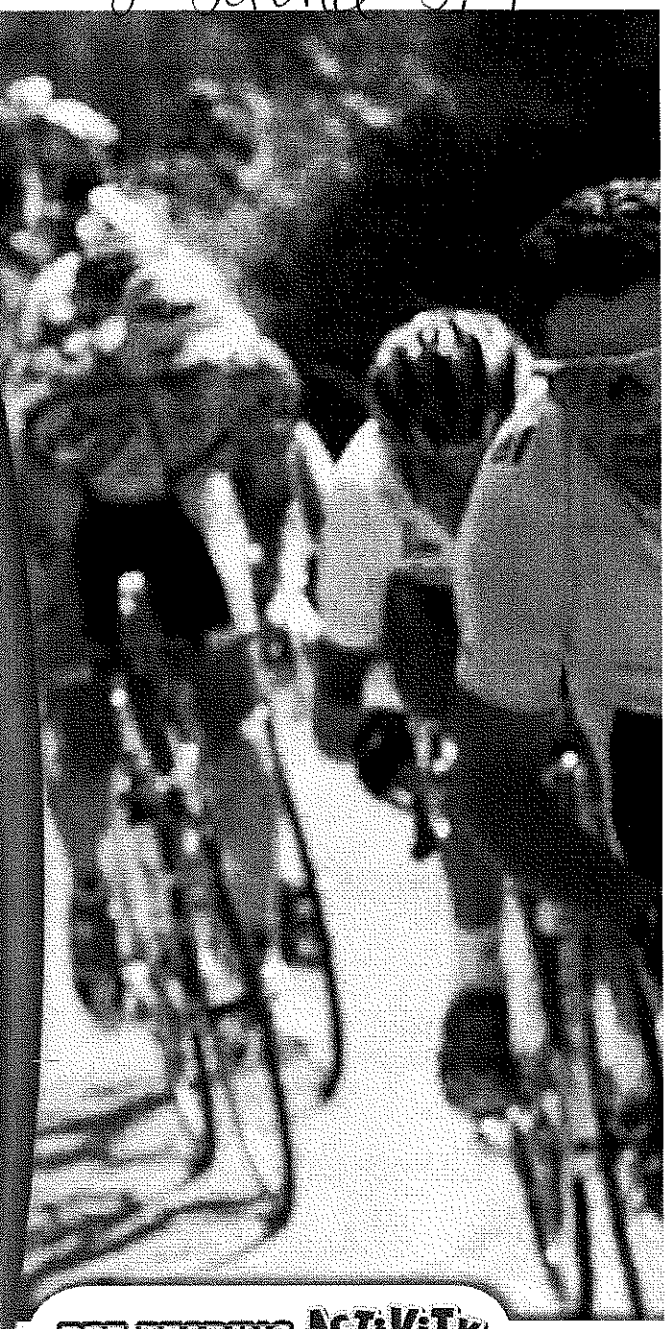
Finish

Science

8th Science 5/4

22

Body Organization and Structure



The Big Idea

The human body is composed of major systems that have differing functions, but all of the systems work together to maintain homeostasis.

SECTION

About the PHOTO

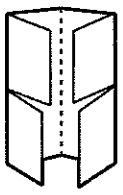
Lance Armstrong has won the Tour de France several times. These victories are especially remarkable because he was diagnosed with cancer in 1996. But with medicine and hard work, he grew strong enough to win one of the toughest events in all of sports.

PRE-READING ACTIVITY

FOLDNOTES

Four-Corner Fold

Before you read the chapter, create the FoldNote entitled "Four-Corner Fold" described in the **Study Skills** section of the Appendix. Label the flaps of the four-corner fold with "The skeletal system," "The muscular system," and "The integumentary system." Write what you know about each topic under the appropriate flap. As you read the chapter, add other information that you learn.



START-UP ACTIVITY

Too Cold for Comfort

Your nervous system sends you messages about your body. For example, if someone steps on your toe, your nervous system sends you a message. The pain you feel is a message that tells you to move your toe to safety. Try this exercise to watch your nervous system in action.

Procedure

1. Hold **a few pieces of ice** in one hand. Allow the melting water to drip into a **dish.** Hold the ice until the cold is uncomfortable. Then, release the ice into the dish.
2. Compare the hand that held the ice with your other hand. Describe the changes you see.

Analysis

1. What message did you receive from your nervous system while you held the ice?
2. How quickly did the cold hand return to normal?
3. What organ systems do you think helped restore your hand to normal?
4. Think of a time when your nervous system sent you a message, such as an uncomfortable feeling of heat, cold, or pain. How did your body react?

SECTION 1

Body Organization

Imagine jumping into a lake. At first, your body feels very cold. You may even shiver. But eventually you get used to the cold water. How?

Your body gets used to cold water because it returns to *homeostasis*. **Homeostasis** (HOH mee OH STAY sis) is the maintenance of a stable internal environment in the body. When you jump into a lake, homeostasis helps your body adapt to the cold water.

What You Will Learn

- Describe how tissues, organs, and organ systems are related.
- List 11 organ systems.
- Identify how organ systems work together to maintain homeostasis.

Vocabulary

homeostasis organ
tissue

READING STRATEGY

Reading Organizer As you read this section, make a concept map by using the terms above.

homeostasis the maintenance of a constant internal state in a changing environment

tissue a group of similar cells that perform a common function

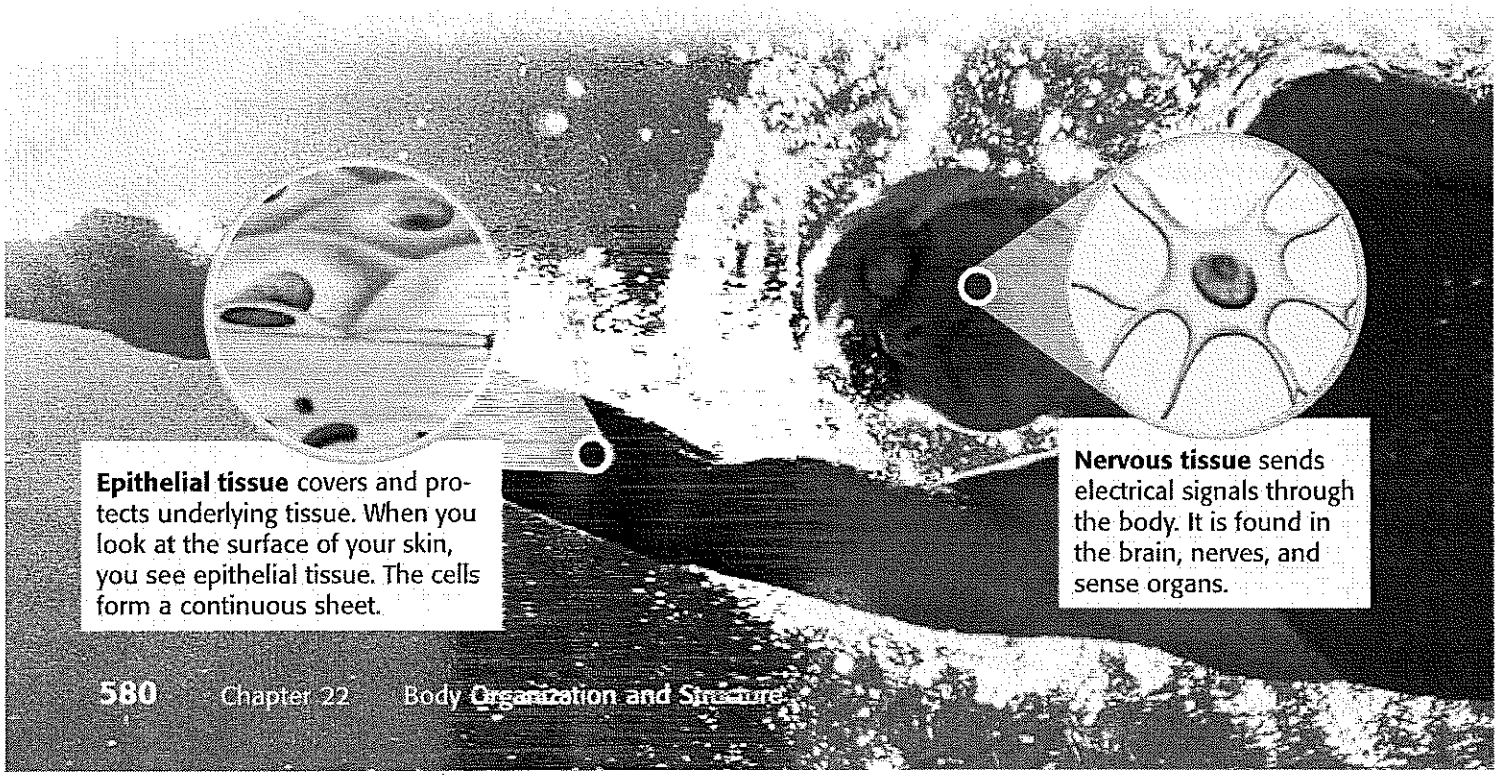
Cells, Tissues, and Organs

Maintaining homeostasis is not easy. Your internal environment is always changing. Your cells need nutrients and oxygen to survive. Your cells need wastes removed. If homeostasis is disrupted, cells may not get the materials they need. So, cells may be damaged or may die.

Cells Form Tissues

Your cells must do many jobs to maintain homeostasis. But, each of your cells does not have to do all of those jobs. Just as each person on a soccer team has a role during a game, each cell in your body has a job in maintaining homeostasis. Your cells are organized into groups. A group of similar cells working together forms a **tissue.** Your body has four main kinds of tissue. The four kinds of tissue are shown in **Figure 1.**

Figure 1 Four Kinds of Tissue

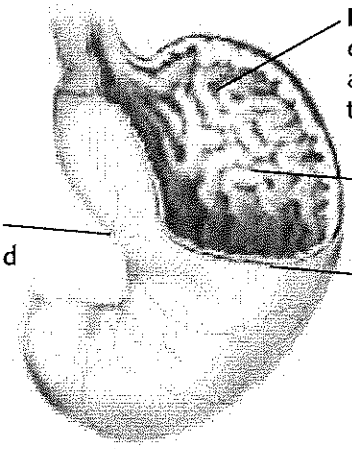


Epithelial tissue covers and protects underlying tissue. When you look at the surface of your skin, you see epithelial tissue. The cells form a continuous sheet.

Nervous tissue sends electrical signals through the body. It is found in the brain, nerves, and sense organs.

Figure 2 **Organization of the Stomach**

The stomach is an organ. The four kinds of tissue work together so that the stomach can carry out digestion.



Nervous tissue in the stomach partly controls the production of acids that aid in the digestion of food. Nervous tissue signals when the stomach is full.

Epithelial tissue lines the stomach.

Blood and another **connective tissue** called *collagen* are found in the wall of the stomach.

Layers of **muscle tissue** break up stomach contents.

Tissues Form Organs

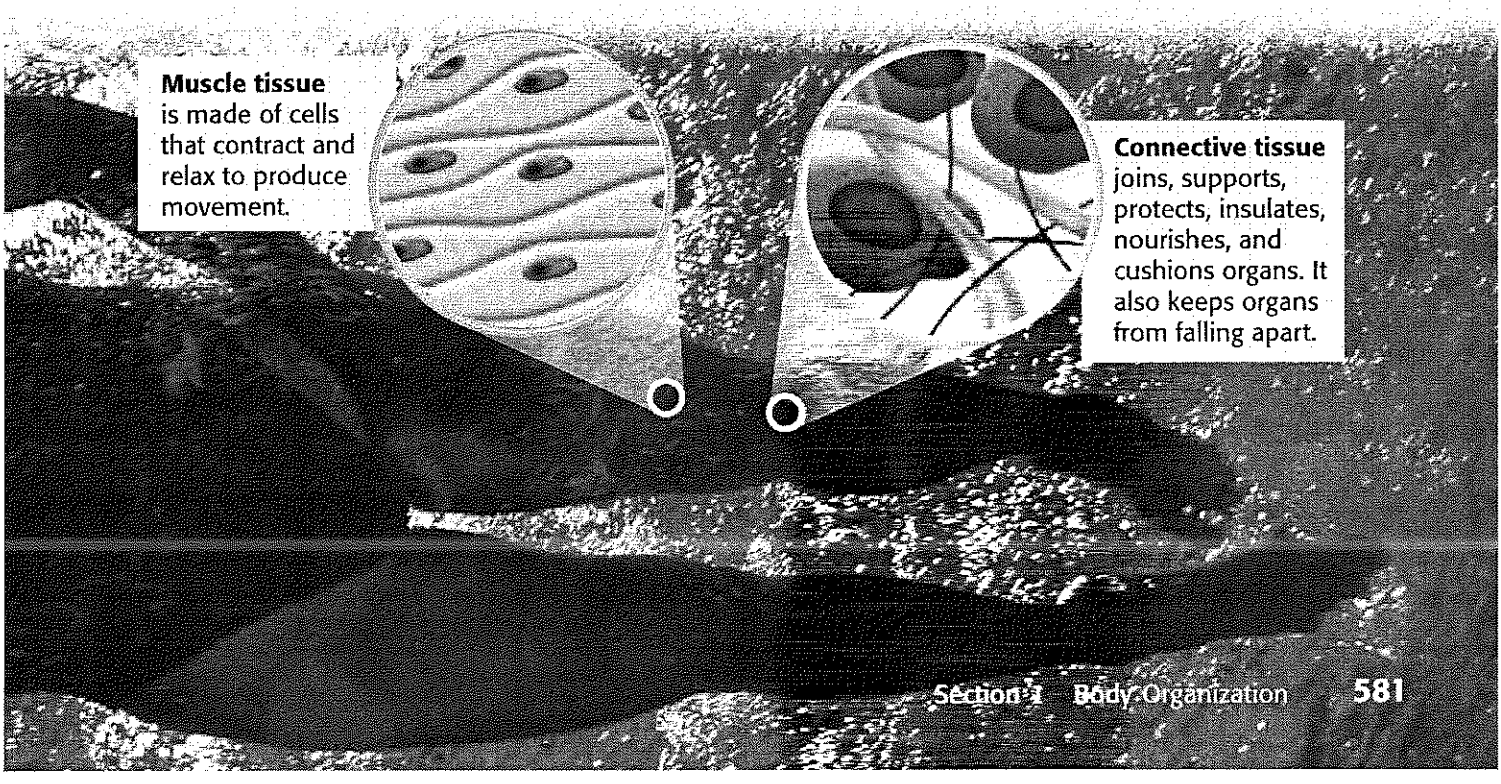
One kind of tissue alone cannot do all of the things that several kinds of tissue working together can do. Two or more tissues working together form an **organ.** Your stomach, shown in **Figure 2,** uses all four kinds of tissue to carry out digestion.

organ a collection of tissues that carry out a specialized function of the body

Organs Form Systems

Your stomach does a lot to help you digest your food. But the stomach doesn't do it all. Your stomach works with other organs, such as the small and large intestines, to digest your food. Organs that work together make up an *organ system.*

Reading Check **How is the stomach part of an organ system?**
(See the Appendix for answers to Reading Checks.)

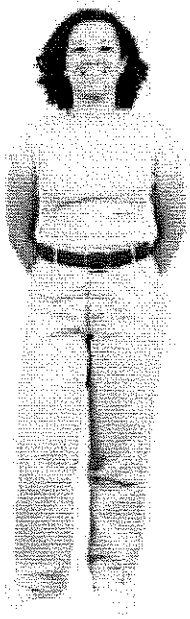


Working Together

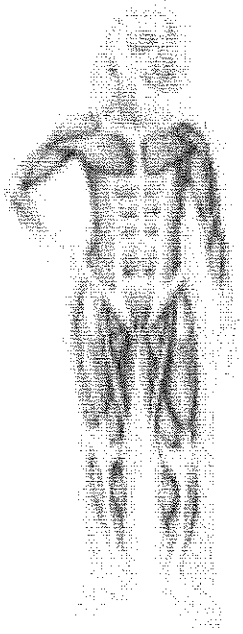
Your body's 11 major organ systems, shown in **Figure 3,** work together to maintain homeostasis. For example, the cardiovascular system, which includes the heart, blood, and blood vessels, works with the respiratory system, which includes the lungs. The cardiovascular system picks up oxygen from the lungs and carries the oxygen to cells in the body. These cells produce carbon dioxide, which the cardiovascular system returns to the respiratory system. The respiratory system expels the carbon dioxide.

Reading Check **Give an example of how organ systems work together in the body.**

Figure 3 **Organ Systems**

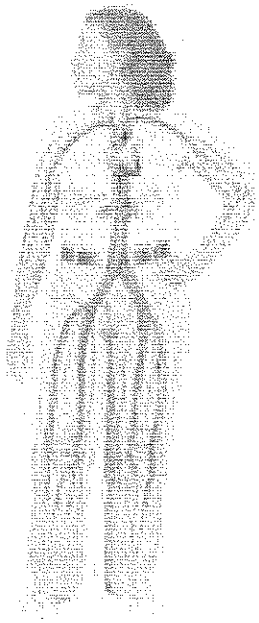


Integumentary System Your skin, hair, and nails protect the tissue that lies beneath them.



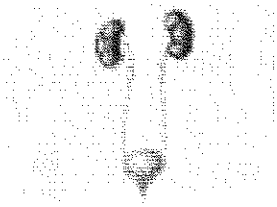
Muscular System Your muscular system works with the skeletal system to help you move.

Skeletal System Your bones provide a frame to support and protect your body parts.



Cardiovascular System Your heart pumps blood through all of your blood vessels.

Respiratory System Your lungs absorb oxygen and release carbon dioxide.

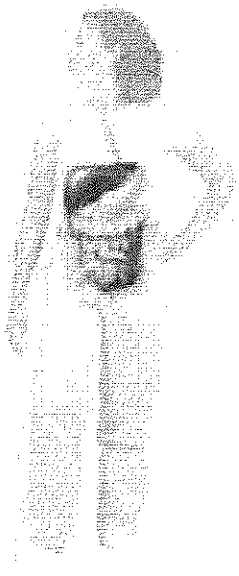


Urinary System Your urinary system removes wastes from the blood and regulates your body's fluids.

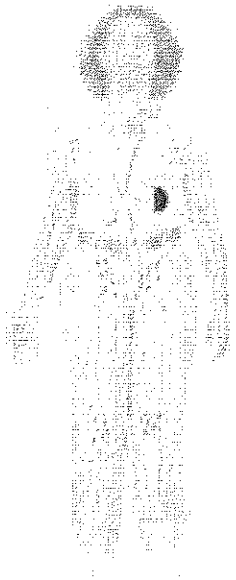
Male Reproductive System The male reproductive system produces and delivers sperm.

Female Reproductive System The female reproductive system produces eggs and nourishes and protects the fetus.

Nervous System Your nervous system receives and sends electrical messages throughout your body.



Digestive System Your digestive system breaks down the food you eat into nutrients that your body can absorb.



Lymphatic System The lymphatic system returns leaked fluids to blood vessels and helps get rid of bacteria and viruses.

Endocrine System Your glands send out chemical messages. Ovaries and testes are part of this system.

SECTION Review

Summary

- A group of cells that work together is a tissue. Tissues form organs. Organs that work together form organ systems.
- There are four kinds of tissue in the human body.
- There are 11 major organ systems in the human body.
- Organ systems work together to help the body maintain homeostasis.

Using Key Terms

1. Use the following terms in the same sentence: *homeostasis*, *tissue*, and *organ*.

Understanding Key Ideas

2. Which of the following statements describes how tissues, organs, and organ systems are related?
   - **a.** Organs form tissues, which form organ systems.
   - **b.** Organ systems form organs, which form tissues.
   - **c.** Tissues form organs, which form organ systems.
   - **d.** None of the above
3. List the 11 organ systems.

Math Skills

4. The human skeleton has 206 bones. The human skull has 22 bones. What percentage of human bones are skull bones?

Critical Thinking

5. **Applying Concepts** Tanya went to a restaurant and ate a hamburger. Describe how Tanya used five organ systems to eat and digest her hamburger.
6. **Predicting Consequences** Predict what might happen if the human body did not have specialized cells, tissues, organs, and organ systems to maintain homeostasis.

SCILINKS. NSTA
Developed and maintained by the National Science Teachers Association

For a variety of links related to this chapter, go to www.scilinks.org

Topic: Tissues and Organs; Body Systems
SciLinks code: HSM1530; HSM0184

Social Studies

8th history

Federalist vs. Anti-Federalists

Essential Question: How did the Federalists and Anti-Federalists view government differently?

Leaders:
Alexander Hamilton / James Madison / John Jay

Ideas:
The Federalists favored the ideas of a stronger federal (national) government. Here is a list of their opinions on how the government should be structured:

1. Wanted to ratify the Constitution
2. Supported Strong National Government (take power away from States)
3. Thought that Checks & Balances would protect people's rights
4. Don't need a BILL OF RIGHTS
5. Wanted a strong Executive branch (President)

The Federalists thought the Constitution was structured well enough to guard against tyranny in the national government and that no Bill or Rights was necessary. They had answers to all of the Anti-Federalist complaints. They stated that:

- The separation of powers into three independent branches protected the rights of the people. Each branch represents a different aspect of the people, and because all three branches are equal, no one group can assume control over another.
- A listing of rights can be a dangerous thing. If the national government were to protect specific listed rights, what would stop it from violating rights other than the listed ones? Since we can't list all the rights, the Federalists argued that it's better to list none at all.

Overall, the Federalists were more organized in their efforts. They had published The Federalist Papers to explain their viewpoint and counter any arguments posed by the Anti-Federalists.

Leaders:
Patrick Henry / George Mason / Samuel Adams

Ideas:
The Anti-Federalists favored the ideas of a stronger state governments. Here is a list of their opinions on how the government should be structured:

1. Most power should stay with States
2. Wanted Legislative Branch more powerful than Executive Branch
3. Refused to ratify without a BILL OF RIGHTS
4. No National Bank

The Anti-Federalists did not want to ratify the Constitution because they thought it gave the national government too much power, and that it might lead to tyranny once again. Basically, they argue that:

- It gave too much power to the national government at the expense of the state governments.
- There was no bill of rights.
- The national government could maintain an army in peacetime.
- Congress, because of the `necessary and proper clause,' wielded too much power.
- The executive branch held too much power.

Of these complaints, the lack of a bill of rights was the most effective. The American people had just fought a war to defend their

rights, and they did not want a intimidating national government taking those rights away again. The lack of a bill of rights was the focus of the Anti-Federalist campaign against ratification.

Results:
By June of 1788, the Constitution was close to ratification. Nine states had ratified it, and only one more (New Hampshire) was needed. To achieve this, the Federalists agreed that once Congress met, it would draft a bill of rights. Finally, New York and Virginia approved, and the Constitution was a reality. Interestingly, the Bill of Rights was not originally a part of the Constitution, and yet it has proved to be highly important to protecting the rights of the people.
In the end, neither the Federalists or the Anti-Federalists won the debate. It seems that compromise again proves an effective way to settle things.

Notes Questions:

1. Name the three main Federalist leaders.

2. What was the Federalist perspective on the U.S. Constitution and how government should be structured?

3. How were they right?

4. Name the 3 main Anti-Federalist leaders.

5. What was the Anti-Federalist perspective on the U.S. Constitution and how government should be structured?

6. How were they right?

Summary:
Using details from your notes, explain if you would have been a Federalist or and Anti-Federalist.

To Sign or Not to Sign: A Read-Aloud Play

Characters:
John Jay, a citizen of New York and a Federalist
Elbridge Gerry, a delegate from Massachusetts and an Anti-Federalist

John Jay: Mr. Gerry, I humbly request that you reconsider your reasons for not supporting this Constitution.

Elbridge Gerry: But Mr. Jay, I cannot stand by it! I cannot sign my name to a document that does not secure the rights of every American.

Jay: But we are accounting for that. We will have a chance to amend the Constitution.

Gerry: Yes, but should free people adopt a form of government that they believe needs amendment? This document is unacceptable!

Jay: This document is as good as we can make it. Tell me Mr. Gerry, do you think it is possible to come up with a better plan? We cannot please everyone. I say that delaying the ratification of this Constitution will put our country at great risk.

Gerry: I know, you believe that our enemies will see our indecision as weakness, and our creditors may stop lending to us. But isn't personal freedom important, too?

Jay: We have been meeting for such a long time. What if we reject this Constitution? Would we ever be able to come up with something better?

Gerry: What do you suggest we do?

Jay: I believe we should ratify the Constitution, give it a fair amount of time to work for the people, and fix it as time, occasion, and experience may dictate. What do you suggest we do, Mr. Gerry?

Gerry: I believe we should add a bill of rights that secures the liberties of the American people. It pains me to disagree so strongly with those who signed, but I sincerely believe that the American people deserve to have their rights protected.

Jay: Well, Mr. Gerry, we are putting this decision in the hands of the American people.

Gerry: Indeed, and I sincerely hope that whatever Constitution is finally adopted will secure the liberty and happiness of America.

Electives

Drama

All Theatre Classes Assignment for the Week of 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

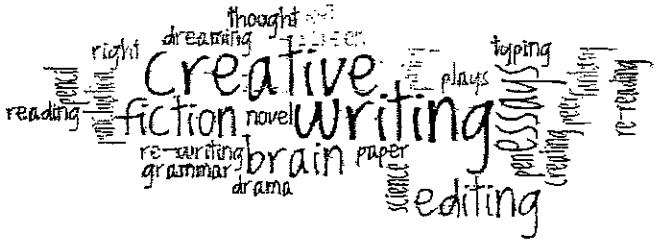
1. Name of Character
2. History of the character.
3. Their age
4. Hair color/style, eye color
5. Clothing style
6. How others see them, their tone of voice and so forth.
7. What they love to do.
8. What's important to them.
9. What they hate.

Begin Writing Monologue

- Keep it short and sweet (1page 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.



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

Name _____ Date _____ Class _____

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 substances 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 or 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.**

Name _____ Date _____ Class _____

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: aliciaghargett@gmail.com Feel free to message or contact me on remind as well.

Honors Band/Symphonic Band April 13th- May 4TH (YOU MUST COMPLETE 1-3 DAILY)

1. **10 minutes- Mouthpiece warm-up/face buzz**
   - Breathing exercises, Long tones, sirens, lip slurs
2. **10 minutes- Instrument warm-up**
   - Lip Slurs, scales in whole notes
3. **10 minutes- Scale Studies**
   - Work on all scales (SCALE PATTERN LIKE ALL-REGION)
   - Blue Book Exercises
   - If you don't have scales, you can work on note recognition/memory
4. **15-20 minutes- Band Repertoire**
   - Work on Contest Music
   - Work on fun music (you can find sheet music online to work on)
5. **20-30 minutes- Friday Music Fun Day (send me your videos)**
   - Play some music games
   - Watch some fun music videos
   - Learn any song your choice
   - http://www.musictechteacher.com/music_quizzes/music_quizzes.htm

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?

Spanish I

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.

_____

_____

Nombre _____ Clase _____ Fecha _____

Gramática A *The Verb tener*

Level 1, pp. 91-95

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

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

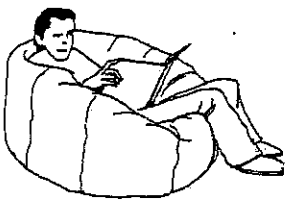
1. Nosotros (tienen / tenemos) patinetas.
2. Tú (tienes / tengo) una computadora.
3. Laura y Tomás (tiene / tienen) clase a las nueve y cuarto.
4. Yo (tiene / tengo) mucha tarea de ciencias.

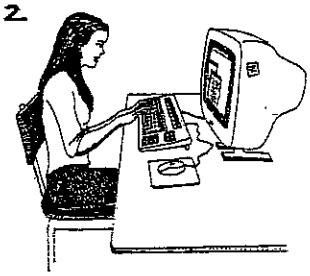
2 Complete the following sentences with an expression of frequency from the word bank:

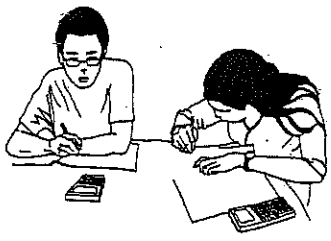
nunca	siempre	de vez en cuando	mucho

1. Rodrigo y Trina son muy inteligentes; _____ les gusta contestar las preguntas del maestro.
2. No me gusta sacar una mala nota; tengo que estudiar _____.
3. Teresa es muy perezosa; _____ le gusta hacer la tarea.
4. 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. 

1. _____
2. _____
3. _____

Verb tener

Yo tengo
Tú tienes
él tiene
ella tiene
usted tiene
nosotros tenemos
ellos, ellas tener
Ustedes tienen

Note: uses of verb tener
1. express possession
2. express obligations (things you have to do)
3. Tell age (Tengo diez años)

~~Art~~ WK 6

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