

Barton Junior High AMI Plan- 7TH GRADE

The El Dorado School District applied for and received approval to establish an Alternative Method of Instruction (AMI) Plan. This plan would allow students to complete assignments at home developed by their teachers and receive a day's attendance credit if school was cancelled for inclement weather or emergency.

While we certainly want students to have the opportunity to have fun on those days, we also recognize that many people have built their summer plans based on the school calendar and extending the school year would cause difficulties. If we are able to get the plan out before weather issues occur, this AMI Plan will help prevent those difficulties. We will not require a massive amount of work but enough to feel comfortable in giving students credit for one day of school.

Since all students, no matter what courses they are enrolled in are required to take the ACT/Aspire, the work Barton assigns for all core classes will all be based on practice for the ACT/Aspire. Additionally, we want the work sent home to be stand alone, and not needing textbooks. ACT/Aspire practice will meet all of those needs.

Students will have assignments in every class they are enrolled in, even P.E. The core courses are listed first, then the required courses of Keyboarding and CCT for 7th grade and Career Development for 8th, P.E., the rotation classes of art and music for both grades are next, and all electives are listed last. Regarding rotation and elective classes, students should complete work for only the classes that they are enrolled in now. The work should be completed and returned to teachers the first day school resumes. So, if school is closed for two days, students should complete assignments for Day 1 and Day 2 and return both the first day school resumes. Much of the work assigned will need to be written on a separate piece of paper as assignments for another class may also be on that page. We have provided loose-leaf paper in the packet. Failure to complete and return the work will negatively impact a student's grade.

Teachers will provide access to students during the hours of 8:00 and 3:00 by email or Google Classroom, electricity permitting. The email address for each teacher is the teacher's first name.last [name@esd-15.org](mailto:mark.smith@esd-15.org). For example mark.smith@esd-15.org.

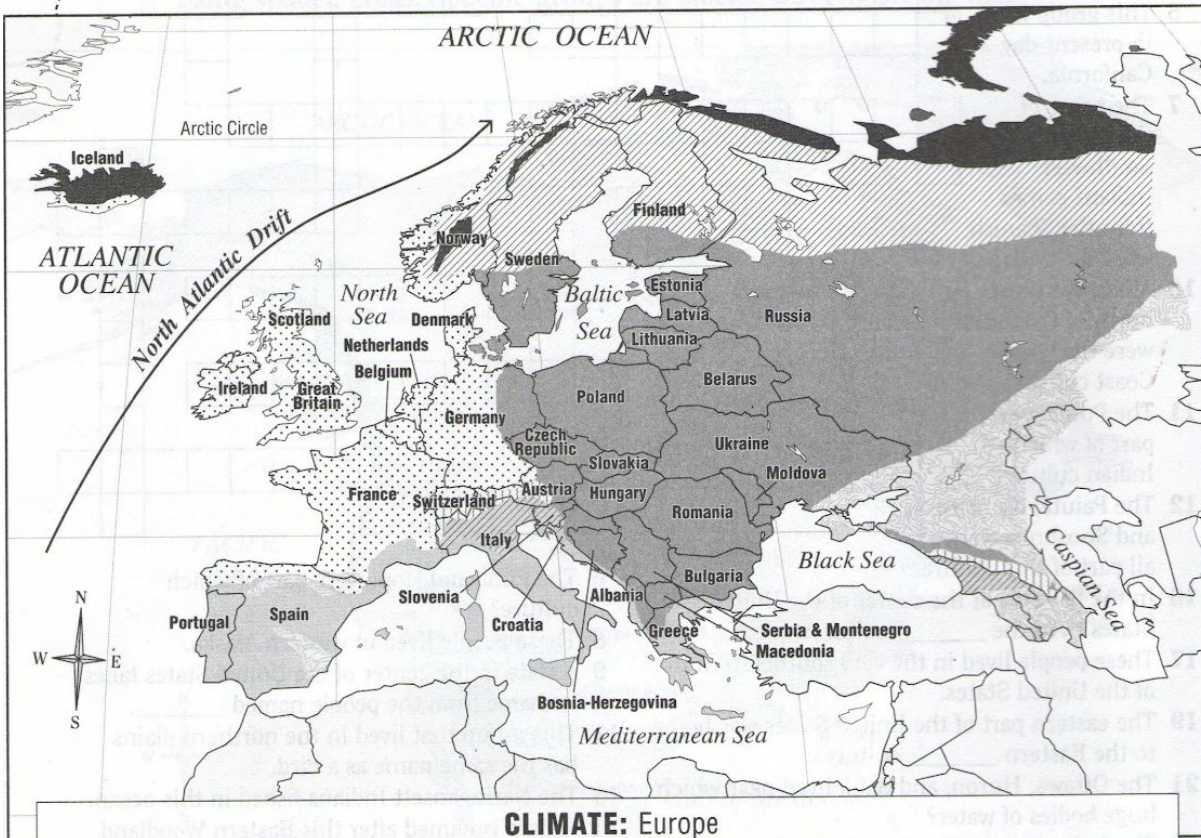
Thanks,

Mark Smith, Principal

Climate

Europe

Climate maps show what the weather of a place is like over a period of time. They show the patterns of weather, such as hot, dry summers or cold, wet winters. This map shows the many different climate zones of Europe, which has great variety in spite of the continent's small size.



- | | | | |
|------------------------------------|--|--------------------------------------|--------------------------------------|
| Very cold winter, cold summer, dry | Highlands, temperature and precipitation vary with elevation | Cold winter, hot or warm summer, wet | Mild or warm winter, hot summer, wet |
| Very cold winter, cool summer, wet | Semi-dry, temperature varies with latitude | Mild winter, cool summer, wet | Mild winter, wet, hot summer, dry |

DID YOU KNOW?
 A current of warm water in the Atlantic Ocean called the North Atlantic Drift helps to moderate the climate of much of Europe. This warming current, a continuation of the Gulf Stream, explains why the weather in London, England, is much more mild than that in Calgary, Canada, even though these two cities are at about the same latitude.

Instructions: Use the map on the previous page to answer the following questions on notebook paper.

Day 1:

1. What do climate maps show?
2. As you head in this direction, the climate is usually warmer.
3. Along this sea, summers are hot and dry.
4. These bodies of water carry rain water to the sea.
5. Above the line called the Arctic _____, it is cold all the time.
6. Sometimes this inland northern sea freezes so that you can skate on it!
7. This country, near the center of Europe, has mild winters.
8. What country is directly south of Macedonia?
9. Poland is east of what country?
10. This map shows many different climate zones. Why is this unique for Europe?

Day 2:

1. "Climate" is the word we use to describe the _____ of a place over time.
2. During this season, the weather in much of Finland is cool and wet.
3. Summer in the south of Spain is _____.
4. The North Atlantic _____ brings warm water toward Europe.
5. Along the _____ coast of Europe, the weather is wet and mild most of the year.
6. If you like hot summers, you might get a kick out of visiting this boot-shaped country.
7. These tall mountains are covered with snow year round.
8. Describe relative location of Portugal.
9. What countries border the North Sea?

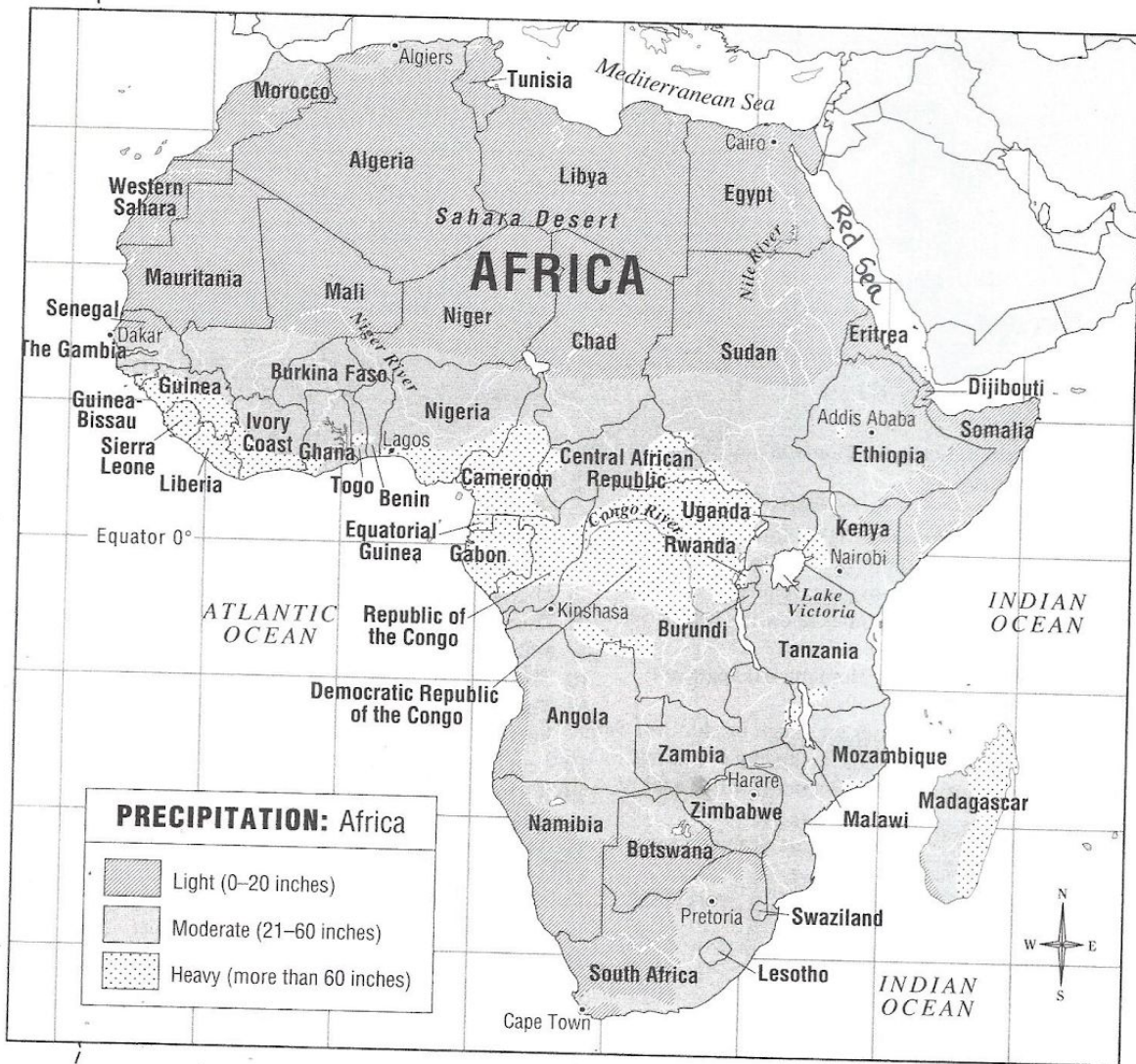
Day 3:

1. Even in summer, it is cold in the extreme _____ of Europe.
2. The climate on this island is so cold, its name even sounds chilly.
3. In southern Sweden, the season of _____ is cold.
4. Winters in northern Spain are _____.
5. Air blown from this ocean warms the British Isles.
6. A big word that means moisture that falls to the earth.
7. If you were to travel from the Baltic Sea to the Caspian Sea, what direction would you go?
8. Name 4 countries that have mainly mild winters, wet, hot summer, dry.
9. Estonia, Latvia, and Belarus all border which country?

Precipitation

Africa

A precipitation map shows the amount of snow, rain, sleet, and hail that falls to the earth in a place on average. The greater the precipitation in a place, the wetter it is. Precipitation is one of the most important parts of climate, and it can have a great effect on the way people in a place live. For example, the crops people grow depend a great deal on the precipitation where they live.



10.

Directions: Use the map of Africa to answer the questions for days 4-9..

Day 4

- 1- What sea separates Africa from Europe? _____
- 2- What large island is off the east coast of southern Africa? _____
- 3- The longest river in the world travels through Egypt and Sudan. What is the name of the river? _____
- 4- What is the name of the line at 0° latitude that crosses through Africa? _____
- 5- What sea separates Africa from the Middle East? _____
- 6- What major river passes through Mali? _____
- 7- Is the Sahara Desert in northern or southern Africa? _____
- 8- The large lake near the center of Africa is Lake _____
- 9- Name 2 countries that get heavy rain. _____
- 10- What is the name of the city in the southernmost part of Africa? _____

Day 5

- 1- What is the southernmost country in Africa? _____
- 2- Name two of the countries that border Lake Victoria. _____
- 3- Another word for rain and snow is _____
- 4- What country is directly north of Chad? _____
- 5- What country is directly east of Namibia? _____
- 6- What country is directly west of Madagascar? _____
- 7- What country is northwest of Ethiopia? _____
- 8- Name two countries that border the Mediterranean Sea. _____
- 9- What country is squeezed between the northern tips of Algeria and Libya? _____
- 10- What two very small countries are found inside of South Africa? _____

Day 6

- 1- Gabon receives _____ rain than Egypt.
- 2- What river carries water from Central Africa to the Atlantic Ocean? _____
- 3- Annual precipitation means the amount of rain that falls in one _____.
- 4- What is the capital city of Kenya? _____
- 5- What physical landform is found in very dry areas? _____
- 6- The Nile River flows right by what Egyptian city? _____
- 7- Which ocean is west of the African continent? _____
- 8- Which nation lies between Egypt and Algeria? _____
- 9- Addis Ababa is the capital city of which nation? _____
- 10- What country is Cairo the capital of? _____

Day 7

- 1- Which ocean is east of the continent of Africa? _____
- 2- Which huge desert covers much of northern Africa? _____
- 3- What major body of water does the Nile River empty into? _____
- 4- What is the largest African nation crossed by the equator? _____
- 5- What country are the capitals of Cape Town and Pretoria found in? _____
- 6- What country is northeast of the city of Addis Ababa? _____
- 7- What country is north of Guinea on the west coast of Africa? _____
- 8- What country borders South Africa and Mozambique? _____
- 9 - What country borders Mauritania on the east? _____
- 10 - What country is on Botswana's northeastern border? _____

Day 8

- 1- What nation borders Niger on the south? _____
- 2- What country borders Zambia on the northeast? _____
- 3- What country borders Ethiopia on the north? _____
- 4- What country is west of Ghana? _____
- 5- What nation borders Togo on the east? _____
- 6- What nation borders Zambia on the northeast? _____
- 7- What country is west of Congo? _____
- 8- What country is south of Rwanda? _____
- 9- What country is north of Angola? _____
- 10-What country is north of Chad and west of Egypt? _____

Day 9

- 1- What river forms the border between Congo and the Democratic Republic of Congo? _____
- 2- What country is north of South Africa and east of Namibia? _____
- 3- What country is west of Nigeria and east of Togo? _____
- 4- What country is west of Mali and southwest of Mauritania? _____
- 5- What country is located south of Sudan and west of Kenya? _____
- 6- what country is the nearest to the European nation of Spain? _____
- 7- Lagos is the capital of what country? _____
- 8- Dakar is the capital of what country? _____
- 9- What country on the continent of Africa extends the farthest east? _____
- 10 - Which country shares Rwanda's southern border? _____



Day 10

- 1- What continent is the furthest south? _____
- 2- What continents will you come to if you travel east from Australia? _____
- 3- What ocean is east of North America? _____
- 4- What continent is northeast of Africa? _____
- 5- What ocean is north of Europe and Asia? _____
- 6- If I travel from South America to Europe, what direction will I travel? _____
- 7- What is the fastest way to get from North America to Asia? What direction should I go? _____
- 8- What ocean is between Africa and Australia? _____
- 9- What two oceans are around South America? _____
- 10- What oceans touch Asia? _____

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

Imagine a Better World

¹ My favorite song is "imagine" by John Lennon. It was released in 1971. It is one of the few famous songs that John Lennon recorded and sang alone. ⁴ For the **majority** of his career, John Lennon was a member of an iconic rock band called the Beatles, a band that changed the music industry. The Beatles had a lot of success in their career, with popular songs such as "I Want to Hold Your Hand," "Come Together," "Let It Be," and "Here Comes the Sun." ⁶ After the band decided to separate, John Lennon became a solo artist as well as an **promoter** for peace.

⁷ "Imagine" tells the story of Lennon's dream of peace in the world. He asks the listener to imagine different situations. He says to imagine that there are no countries, religions, or possessions. He says, "I wonder if you can." ¹⁰ This line **strikes** me the most I try to imagine such a world. When talking about possessions, he continues and says, "No need for greed or hunger." It is a great line. Throughout the song, he says, "living for today," and then moves on to say, "living life in peace," and finally, "sharing all the world."

My favorite part of the song is the chorus. Lennon says, "You may say I'm a dreamer, but I'm not the only one." I hope someday you'll join us, and the world will be as one." When I really listen to the words of this song, I realize that "Imagine" is so much more than something that sounds nicely. Lennon is saying something very important and suggesting ways in which the world can live in peace. Because of this song, I am a dreamer as well, and I join John Lennon in the fight for world peace.

Day 1

1. What change, if any, should be made in sentence 1?

- A. Change *favorite* to *favourite* C. Insert a comma after *song*
B. Change *imagine* to *Imagine* D. Make no change

2. What change should be made in sentence 6?

- A. Change *separate* to *separated* C. Change *solo* to *Solo*
B. Insert a comma after *artist* D. Change *an* to *a*

3. What change, if any, should be made in sentence 7?

- A. Change *Lennons* to *Lennon's* C. Insert a comma after *peace*
B. Change *dream* to *dreamt* D. Make no change

4. What is the BEST way to revise sentence 10?

- A. This line strikes me the most as I try to imagine such a world.
B. This line strikes me the most, I try to imagine such a world.
C. This like strikes me, the most, I try to imagine such a world.
D. No revision needed.

Day 2

1. In sentence 4, the author explains that John Lennon was once the member of an iconic band called the Beatles.

Which would be the **best** definition of the word iconic?

- A. Very loud and happy C. Well known and loved
B. Old, unknown and gone D. Country and Western

2. How does "Imagine" encourage others to make the world a better place?

- A. It "is so much more than something that sounds nicely."
B. This "is one of the few songs that John Lennon recorded and sang alone."
C. The song "tells the story of Lennon's dream of peace in the world."
D. It says, "You may say I'm a dreamer, but I'm not the only one. I hope someday you'll join us, and the world will be as one."

3. What is the best summary of this passage?

- A. John Lennon was a successful musician and singer, both with a band and on his own. His song "Imagine" promotes world peace by offering ways others could live together in harmony. The song says that by sharing resources and taking away ideas that separate us, people can live together more peacefully.
B. John Lennon was in a band called The Beatles before he decided to drop out and become a solo artist. His song "Imagine" is his most famous song. It was written to encourage others to give up their possessions and not be greedy.
C. John Lennon was a famous artist who recorded songs about being iconic. The song encourages listeners to just come together, hold hands, and live only for today so that world peace can exist.
D. John Lennon's song "Imagine" encourages people to use their imagination to survive life every day. Lennon promotes being a dreamer and says everyone should simply be nice to each other.

4. What is the most accurate purpose of this passage?

- A. to entertain others with song lyrics from "Imagine"
B. to explain why the song means so much to the writer
C. to persuade others to help with world peace
D. to inform readers about John Lennon's successful career

Day 3

Write an essay to explain how your generation can make a change in today's world.

Mrs. Baldwin's Reading Lab

Day 1:

1. What is the music industry that is used in sentence 4?

- A. A factory B. A business C. A building D. A stage

2. In the passage, the word **Imagine** is used to explain how we should:

- A. Dream of peace in the world C. Have no countries
B. Live for today D. All of the Above

Day 2: Locate the **bold** words in the passage. Use context clues to determine the meaning of the words.

Day 3: Write **three** opinion statements from the essay.

Day 4: Circle the subject and underline the verb in each sentence in the 1st paragraph.

Day 5: Highlight the adjectives in the essay.

7th Grade English -- AMI Work -- Day 4

A. In the sentences that follow, certain phrases or clauses are underlined. Beneath each sentence you will find alternatives for the underlined part. If you think the original version is best, choose "NO CHANGE."

- _____ 1. I grew up with dogs and cats sleeping near the back door, trucks parked on the front lawn, and trash scattered across the sidewalk.
A. sleeping, near the back door, C. sleeping near the back door
B. sleeping near the back door: D. NO CHANGE
- _____ 2. I entered the kitchen. A book was setting on the kitchen table.
A. was sitting B. was sat C. sit D. NO CHANGE
- _____ 3. Either Jill or her parents is bringing the cake.
A. brings B. are bringing C. brung D. NO CHANGE
- _____ 4. My brother and I are best friends.
A. Me and my brother B. I and my brother C. My brother and me D. NO CHANGE
- _____ 5. When we completed our homework we read AR books.
A. When we completed are homework C. When we completed our homework—
B. When we completed our homework, D. NO CHANGE
- _____ 6. If it's to cold, come inside to get warm.
A. too cold B. to cold C. too cold, D. NO CHANGE

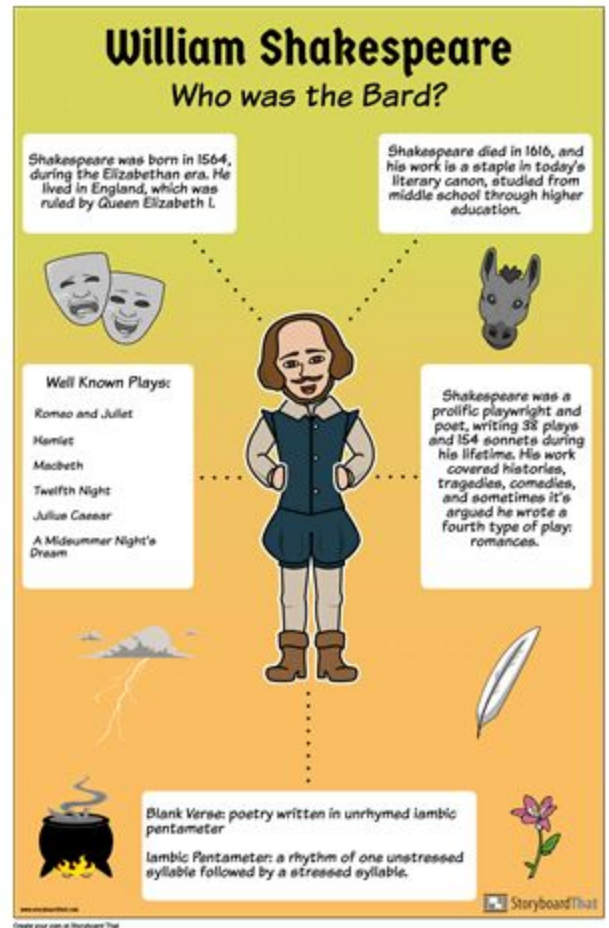
Day 5 Rewrite the following paragraph, making the changes below:

- A. Combine sentences 2 and 3 into 1 sentence.
B. Omit (leave out) a word that's unnecessary or doesn't sound good in sentence 4.
C. Replace the underlined word in sentence 4 with a new word choice.
D. Expand the paragraph by adding words in sentence 5 to tell *where* the women hang their clothes to dry.

(1)Women in jungle villages do not have washing machines. (2)The women wash their clothes by hand. (3)They wash them in a stream. (4)They place the skirt or robe on a large, big, smooth rock and then scrub it with a little wooden paddle. (5)Then they hang their clothes to dry.

Edited paragraph:

Day 6 and 7 - Create a biography poster using StoryboardThat.com, Google Docs, Google Slides, etc. Posters must include biographical information about your person of choice, interesting facts, well known information, and pictures. Post your biography poster to Google Classroom.



Mrs. Baldwin's Reading Lab Day 6
Context clues (from Alcott's Flower Fables)

Read the quotation from Louisa May Alcott's Flower Fables.

"...thoughts of dear Lily-Bell cheered him on, as day by day he steadily toiled; and when at length the sun shone on his work, and it was done, he stayed...."

1. What does "toiled" mean?
 - A. worked
 - B. tried
 - C. loved
 - D. stayed

Read the quotation from Louisa May Alcott's Flower Fables.

"Soon [the Frost King's servants] came hastening back, and prayed him to come and see how lovely the dark cell had grown."

2. What does "hastening" mean?
 - A. helping
 - B. harming
 - C. hanging
 - D. hurrying

Read the quotation from Louisa May Alcott's Flower Fables.

"Walls of ice...were around her; glittering icicles hung from the high roof, and soft, white snow covered the hard floors."

3. What does "glittering" mean?

A. long

B. clear

C. heavy

D. sparkling

Mrs. Baldwin's Reading Lab Day 7
Context clues (from Alcott's Flower Fables)

Read the quotation from Louisa May Alcott's Flower Fables.

"So he flew down into the field below, and hastened busily from flower to flower, till he had filled a tiny blue-bell with sweet, fresh honey. Then he stole softly to the hive, and, placing it near the door, concealed himself to watch. Soon his friend Nimble-Wing came flying home, and when he spied the little cup, he hummed with joy, and called his companions around him."

4. What does "concealed" mean?

A. told

B. calmed

C. hid

D. crept

Read the quotation from Louisa May Alcott's Flower Fables.

"I will seek to win their pardon, and show them that I am no longer the cruel Fairy who so harmed them," thought Thistle, 'and when they become again my friends, I will ask their help to find the Air Spirits; and if I deserve it, they will gladly aid me on my way.'"

5. What does "pardon" mean?

A. forgiveness

B. games

C. kindness

D. hearts

Day 8 - CAPITALIZATION

A. Fill in each blank with a suitable word. Then, rewrite the sentence on the line, using correct capitalization.

1. The warranty runs out on (month) (day), (year).

2. (Girl's first and last name) and her brother (boy's first name) were born in (city), (state).

3. I adopted a (kind of pet) on (day of week) and named it (animal's name).

4. When the (last name) family goes out to eat, they go to (name of restaurant).

5. Two movies I'd like to see are (name of movie) and (name of movie.)

B. Directions: Rewrite each sentence using correct capitalization.

1. My Dentist, Dr. Meyer, lives at 233 west street.

2. What's the temperature in Bismarck, north Dakota, in january?

3. My aunt Belle won the New York lottery and quit her job.

4. Did your Father teach you the song "red river valley"?

4. My brother and sister has been very cooperative lately.

5. A box of fruit bars are in the cupboard.

Mrs. Baldwin’s Reading Lab Day 9: CENTRAL IDEA

*The **central idea**, or **main idea**, of a text is its most important point. Sometimes, the author states the central idea directly. Often, the central idea is implied (unstated). When a central idea is implied, readers must make **inferences**. They must draw conclusions based on text details to determine the central idea.*

As you read a piece of nonfiction text, use these three steps to help you find the central idea:

1. **Skim**, or look over the text quickly, to get a sense of the important ideas.
2. **Read closely** to learn the central idea.
3. **Scan**, or run your eyes over the text, to find supporting details.

DIRECTIONS: Read the passage. Then, answer the questions. Remember to use the three steps to help you recognize the central idea.

The Moon and the Tides

It may seem strange to imagine something not even on our planet causing major changes to our environment on a daily basis. The gravitational force between the Moon and Earth is strong enough to keep both objects in a stable pattern, but most things on the surface of the Earth are fixed in place and do not outwardly show the effects of this force.

Water is different — since the oceans are not fixed in place, they move in predictable directions as the moon changes its position relative to the Earth. The overall effect is for water to bunch up during one part of the day, and flatten out during other times. This “bunching up” represents a high tide, when water piles up along the coast. The flattening out results in the tide going out, when the ocean waters retreat from the coast.

1. What is the central idea of this paragraph?

2. Is the central idea implied or stated? Explain.

3. Which details support the central idea of the paragraph?

Day 10: (from Commonlit.com)

Lazy Anansi
By Ghanian Folktale

In this folktale from Ghana, a country in West Africa, a lazy spider named Anansi learns an important lesson. As you read, take notes on how Anansi interacts with his friends.

1 There was a spider called Anansi. Anansi was too lazy to cook his own food. Instead, he used to visit his friends and eat the delicious¹ food they had cooked.

2 One day, Anansi was passing Rabbit's house when he smelled green vegetables cooking. He was very excited. Rabbit said to Anansi, "They're not quite ready yet. You can help me to wash up while we wait." Anansi replied, "Sorry, I have things to do. I'll come back later."

3 "How will I call you when they're ready?" asked Rabbit. Anansi thought for a minute. "I'll spin a web," he said. "I'll tie one end around my leg and one end to your pot. When the greens are ready, pull on the web string. I'll come right away." So Anansi tied the web to the pot, and walked on.

4 Anansi saw Monkey and his wife, cooking beans in a large pot. "Come and join us! The beans are nearly ready." Monkey said. Anansi replied, "Sorry, I have things to do. Let me tie one end of this web around my leg and one end to your pot. When the beans are ready, pull on the web string, and I'll come."

5 As Anansi walked by Warthog's house, he smelled sweet potatoes. Warthog told Anansi, "My pot is full of sweet potatoes and honey! Come and share my food with me. Take this fork and help me to stir it." Anansi replied, "I'll come back later. Let me tie one end of this web around my leg and one end to your pot. When the sweet potatoes are ready, pull on the web string, and I'll come."

6 By the time Anansi arrived at the river, each of his eight legs was tied to a pot of delicious food. Then, Anansi felt a pull on one of his legs. "Rabbit's food is ready!" Anansi thought, licking his lips. He felt a second pull. And a third. And a fourth, fifth, sixth, seventh, eighth pull. Everyone was pulling on the web strings at the same time! "Stop! Stop!" he cried in pain, as his legs were stretched thinner and thinner. But no one could hear him.

7 Finally, the web strings could hold no longer. They snapped, one by one. Anansi rolled into the river to soothe his painful legs. But his legs would not return to their normal shape. Anansi was too embarrassed to go to any of his friends that day.

1. Delicious (adjective): pleasant to taste

1. PART A: What is the main theme of the fable?

- A. People who are lazy don't get to benefit from others' hard work.
- B. Sometimes people take advantage of the kindness of their friends.
- C. Sharing food with others is a good way to show that you care.
- D. People are less likely to share with you if you don't help them in some way.

2. PART B: Which detail from the text best supports the answer to Part A?

- A. "I'll tie one end around my leg and one end to your pot. When the greens are ready, pull on the web string. I'll come right away." (Paragraph 3)
- B. "By the time Anansi arrived at the river, each of his eight legs was tied to a pot of delicious food. Then, Anansi felt a pull on one of his legs." (Paragraph 6)
- C. "And a fourth, fifth, sixth, seventh, eighth pull. Everyone was pulling on the web strings at the same time!" (Paragraph 7)
- D. "But his legs would not return to their normal shape. Anansi was too embarrassed to go to any of his friends that day." (Paragraph 8)

3. Which is the best summary of the fable?

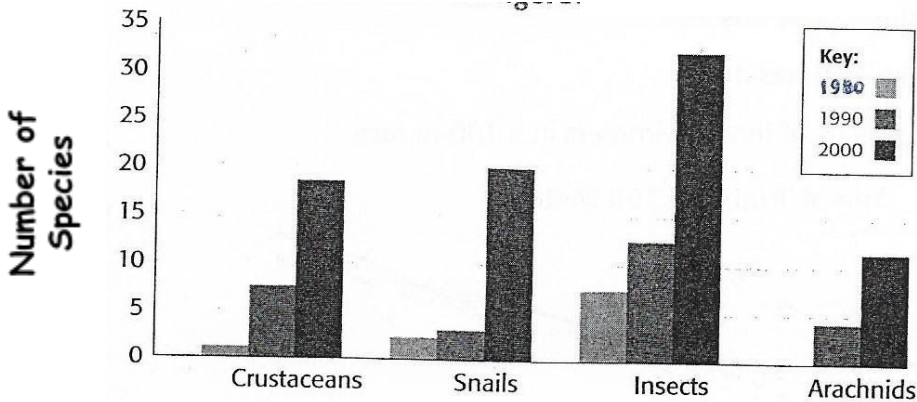
- A. A spider's friends work together to punish their lazy friend who never helps them.

- Why doesn't Anansi help Rabbit wash up before eating?
 - Anansi doesn't want to eat with Rabbit.
 - Anansi doesn't want to help Rabbit.
 - Anansi actually has something else to do.
 - Anansi doesn't know how to help Rabbit.
- How will Anansi know when the food is ready?
 - He will smell it.
 - His friends will call him.
 - He will check with them.
 - His friends will tug on his web.
- What happens to Anansi?
 - His friends accidentally stretch his legs out.
 - He becomes tied up in his own web.
 - His friends accidentally pull his legs off.
 - He is forced to help his friends before he eats.

Science

Day 1: Using the graph below, answer questions 1 and 2.

Number of Endangered Animal Species



Animal Groups

- Using the graph, summarize the pattern shown by the data for all groups from 1980 to 2000.
- Which animal group shows the largest increase in the number of endangered species for the time periods shown?

Day 2: Using the data table below, answer questions 1 and 2.

Average Monthly Rainfall in Two Cities (in mL)

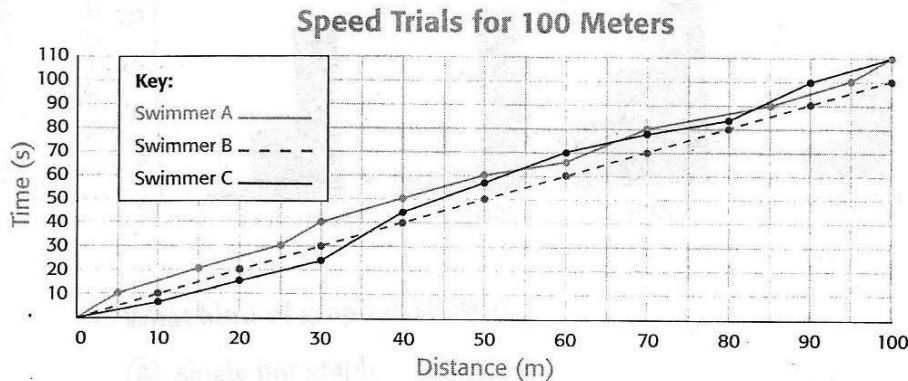
	Jan.	Feb.	Mar.	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Phoenix	17	21	19	6	3	1	16	29	22	14	14	27
Honolulu	142	109	118	76	63	51	72	70	53	95	118	153

- Using the data table, complete the following

Value	Cities	
	Phoenix	Honolulu
Mean		
Median		
Mode		

2. What is the difference in rainfall between Phoenix and Honolulu for March and December?

Day 3: Using the graph, answer questions 1-2



1. Which swimmer maintained a constant speed throughout the race?
 - a. Swimmer A
 - b. Swimmer B
 - c. Swimmer C
 - d. None of the swimmers
2. Which conclusion is supported by the graph?
 - a. Swimmers A and C tied for second place.
 - b. Swimmer B had traveled farther after 30 seconds than Swimmer A.
 - c. Swimmers A and C swam at the same speed for the first 10 seconds of the race.
3. Which is an inference about the performance of Swimmer A?
 - a. Swimmer A came in second.
 - b. Swimmer A won the race.
 - c. Swimmer A got tired after 45 seconds and her speed slowed.
 - d. Swimmer A swam faster than swimmer C.

Day 4: Write a hypothesis using the "If, then because" format for the following

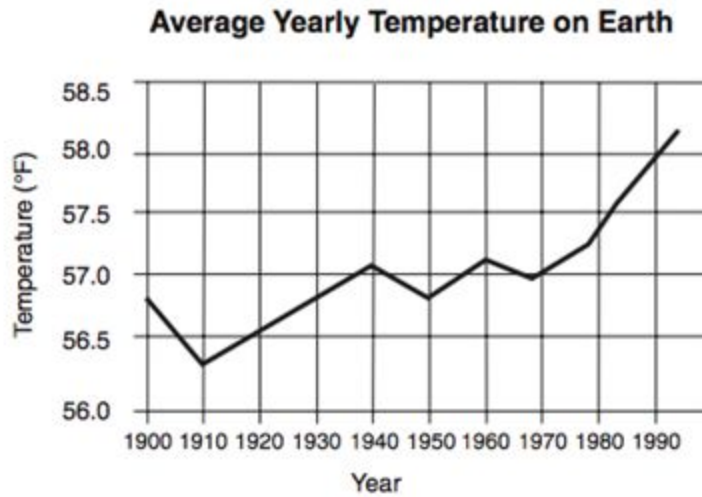
1. Can reading small print cause a headache?
2. Does the amount of iron in the water affect plant growth?
3. Can plant growth be increased by increasing the brightness of the light?
4. Will toddlers grow taller if they drink more milk?
5. Will being in the sun too long without sunscreen cause skin cancer?

Day 5: For the following state the hypothesis, independent variable, control, and dependent variable.

1. A bug repellent is sprayed on one arm of Frank. The other arm is not sprayed. The number of bug bites is recorded after 2 hours.

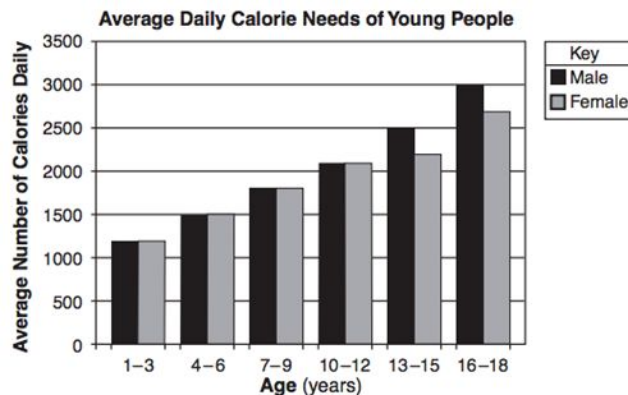
2. One chicken is injected with a growth hormone while another chicken is not injected. Both chickens are massed after a year.

Day 6: Using the graph, answer the questions below.



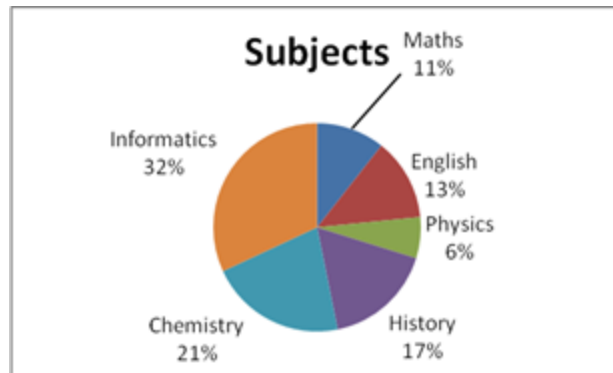
1. Describe what happened to the average yearly temperature on Earth from 1970 to 1990.
2. What was the lowest average yearly temperature in the period shown?
3. In which 10-year time interval did the average yearly temperature show both an increase and decrease?

Day 7: Using the graph below, answer the questions that follow.



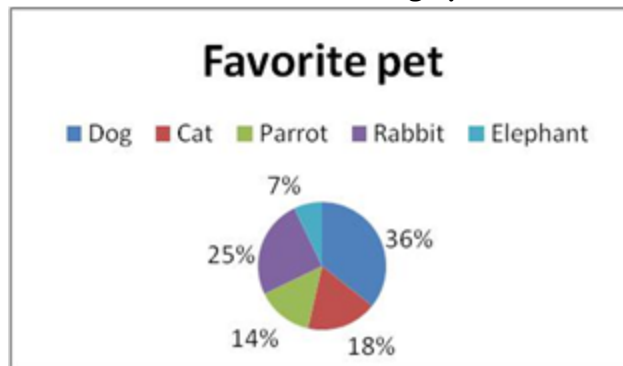
1. How many more average daily Calories are needed by a 17-year-old male than by a 17-year-old female?
2. Which statement is supported by the graph?
 - a) At age 9, a female needs the same daily Calories as a male.
 - b) At age 14, a female needs more daily Calories than a male.
 - c) An 11-year-old child needs twice as many daily Calories as a 6-year-old child.
 - d) An 8-year-old female needs fewer daily Calories than a 5-year-old male.

Day 8: Using the graph below, answer the questions that follow.



1. About what percent of subjects represents English?
A. 29% B. 13% C. 27% D. 6%
2. How many people chose Math?
A. 45% B. 11% C. 23% D. 21%
3. About what percent of subjects represents Chemistry?
A. 21% B. 14% C. 11% D. 6%
4. How many people choose History as their favorite subject?
A. 29% B. 14% C. 17% D. 6%
5. How many people chose Informatics?
A. 32% B. 14% C. 13% D. 6%

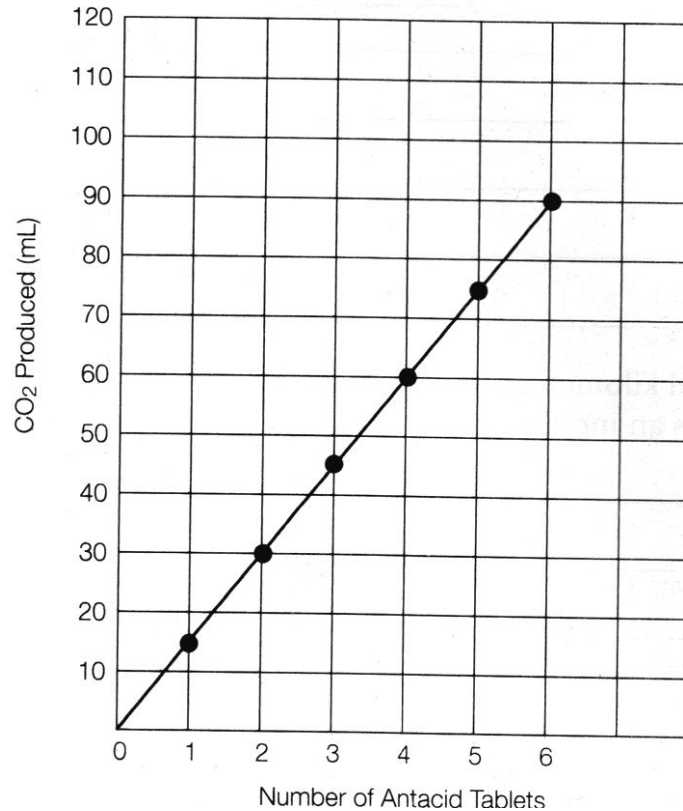
Day 9: Using the graph below, answer the following questions.



1. About what percent of pets represents dog?
A. 29% B. 7% C. 36% D. 6%
2. How many people chose cat?
A. 25% B. 18% C. 14% D. 15%
3. How many people chose Rabbit?
A. 25% B. 14% C. 18% D. 7%
4. About what percent of pets represents Parrot?
A. 34% B. 14% C. 25% D. 5%
5. Which is the most popular pet?
A. Dog B. Cat C. Parrot D. Elephant

Day 10: Using the graph, answer the questions that follow.

Amount of CO_2 Produced Per Antacid Tablet



1. How much CO_2 gas is produced by each antacid tablet?
2. How much CO_2 gas is produced by four antacid tablets?
3. How many antacid tablets did it take to produce 45 mL of CO_2 gas?
4. What is the relationship between the number of antacid tablets used and the amount of CO_2 produced?
5. Using the data in this experiment, predict how many antacid tablets it would take to produce 120 mL of CO_2 gas.

Math

- 1- Two Step Review
- 2 - Angle Relationships
- 3 - Two Step Review
- 4 - Angle Relationships & 1 Step
- 5 - Angle Relationships & 1 Step
- 6 - Angle Relationships & 2 Step
- 7 - Angle Relationships & 2 Step
- 8 - Two Dimensional Area/Perimeter
- 9 - Two Dimensional Area/Perimeter
- 10 - Two Dimensional Area/Perimeter

Two Step Review and Angle Relationships (Days 1-3)

Angle Relationships & 1 Step and Angle Relationships & 2 Step (Days 4-7)

Two Dimensional Area/Perimeter (Days 8-10)

Why Is a Party Like Pouring Oil Into a Car?

Do each exercise and find your answer at the bottom of the page. Write the letter of the exercise in the box above or below the answer.

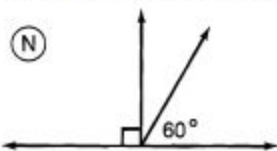

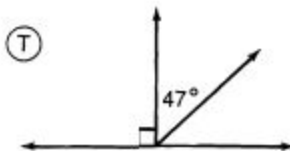
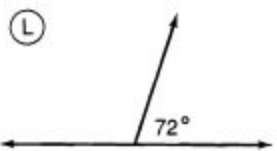
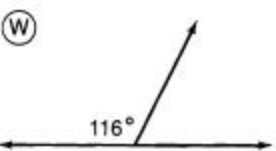
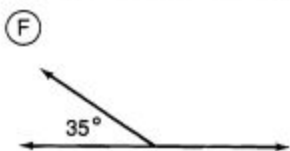
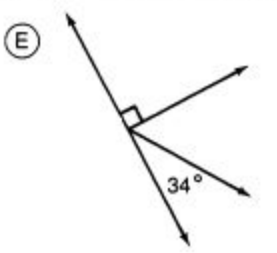
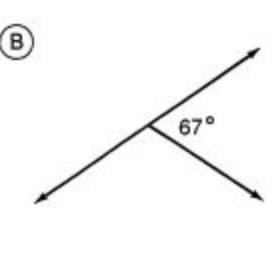
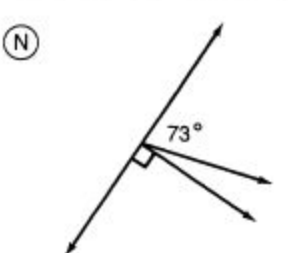
I. Find the measure of the angle that is complementary to the angle having the measure given.

- (E) 20° (H) 67° (S) 14° (E) 81° (T) 45°

II. Find the measure of the angle that is supplementary to the angle having the measure given.

- (R) 120° (E) 56° (I) 29° (U) 162° (H) 83°

III. Find the angle measure that is not given.

(N) 	(E) 	(T) 
(L) 	(W) 	(F) 
(E) 	(B) 	(N) 

151° 76° 64° 56° 62° 45° 124° 145° 17° 70° 133° 9°
43° 125° 97° 60° 36° 23° 37° 18° 30° 108° 113°

How Did the Judge Find Out About the Rotten Milk?

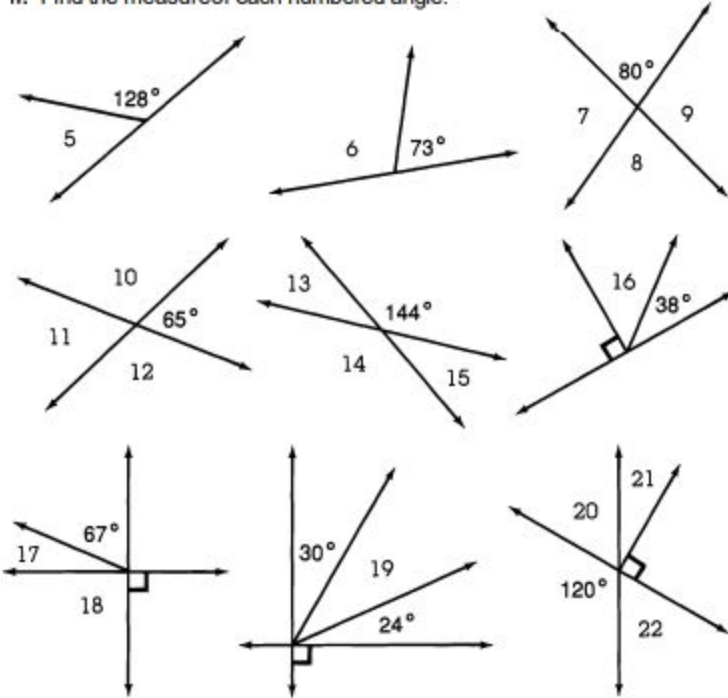
Do each exercise and find your answer in the Code Key. Notice the letter next to the answer. Write this letter in the box containing the number for the exercise.

I. Complete each statement.

- ① Two angles are **complementary** if the sum of their measures is _____.
- ② Two angles are **supplementary** if the sum of their measures is _____.
- ③ The **complement** of a 30° angle has a measure of _____.
- ④ The **supplement** of a 65° angle has a measure of _____.



II. Find the measure of each numbered angle.



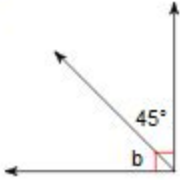
CODE KEY	
23°	D
30°	Q
36°	T
52°	A
60°	R
65°	U
80°	I
90°	O
100°	H
107°	S
115°	E
144°	W
180°	N

13	7	12	3	10	14	16	6	18	17	1	20	8	2	19	9	4	21	11	5	22	15
----	---	----	---	----	----	----	---	----	----	---	----	---	---	----	---	---	----	----	---	----	----

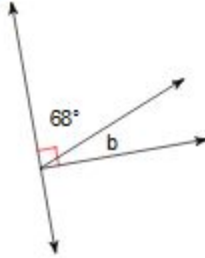
Finding Angles (Mild Part 1)

Find the measure of angle b .

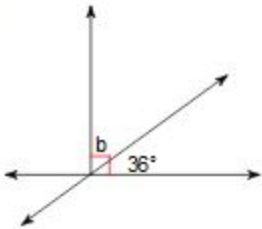
1)



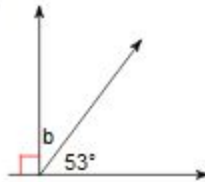
2)



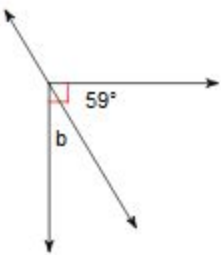
3)



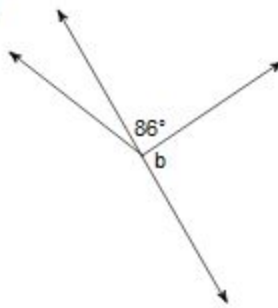
4)



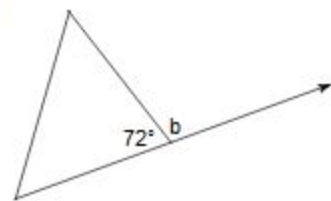
5)



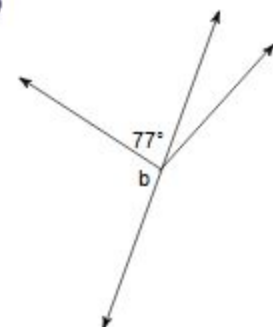
6)



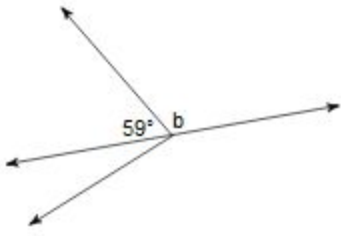
7)



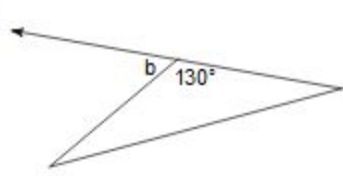
8)



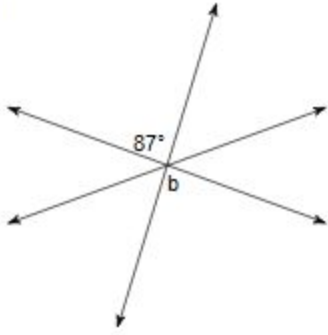
9)



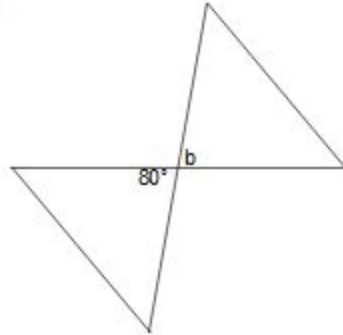
10)



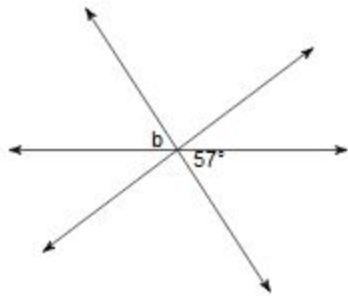
11)



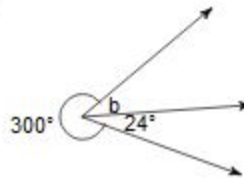
12)



13)



14)

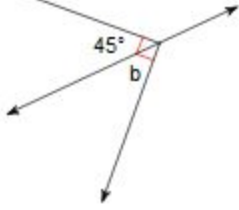


Day 5

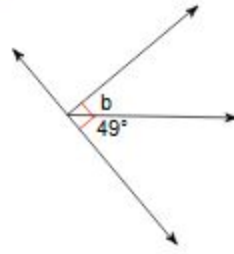
Finding Angles (Mild Part 2)

Find the measure of angle b.

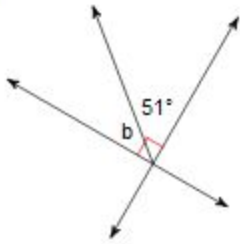
1)



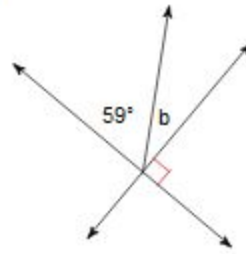
2)



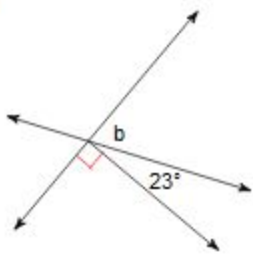
3)



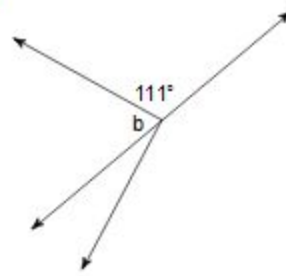
4)



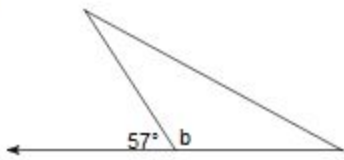
5)



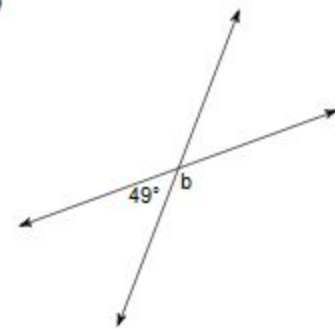
6)



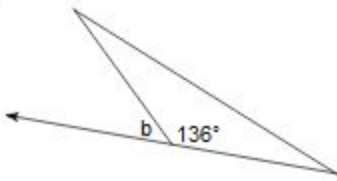
7)



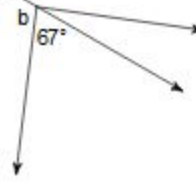
8)



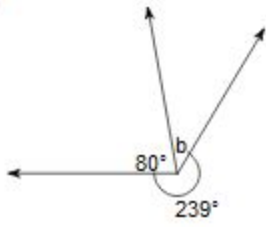
9)



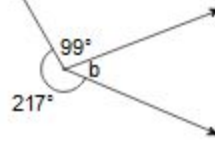
10)



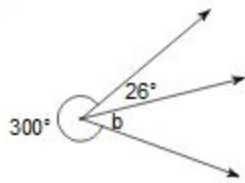
11)



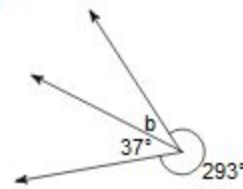
12)



13)

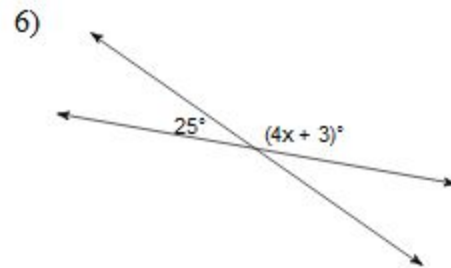
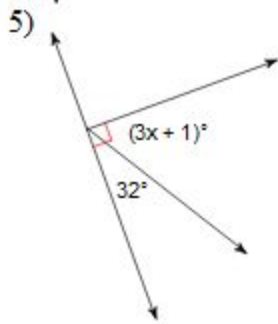
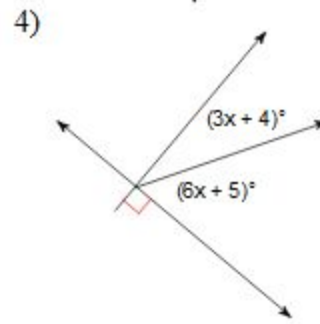
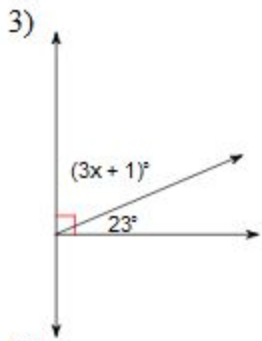
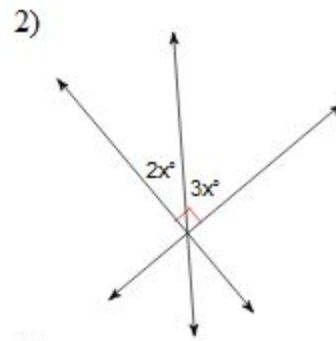
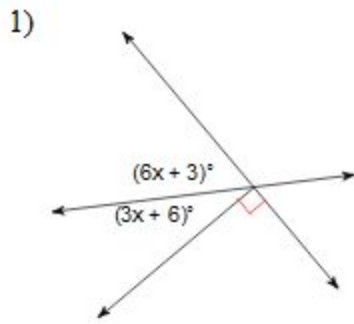


14)

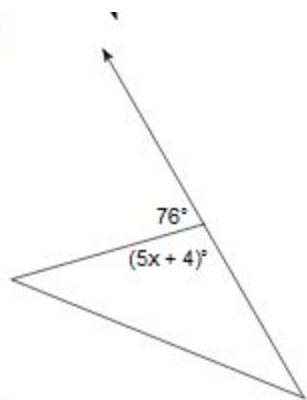


Finding Angles (Medium)

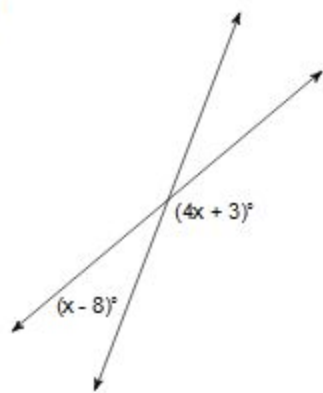
Find the value of x .



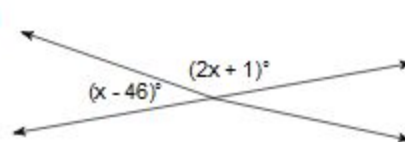
7)



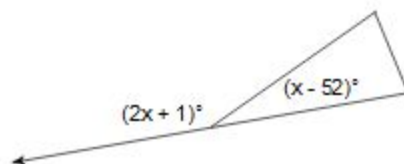
9)



8)



10)



Day 7

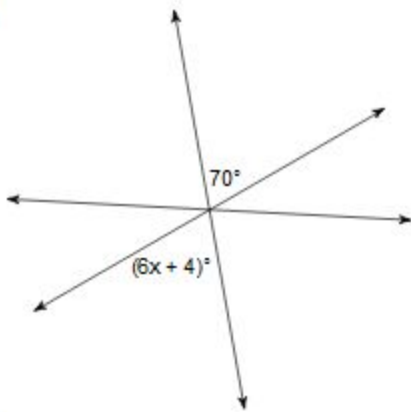
Name: _____

Period: _____

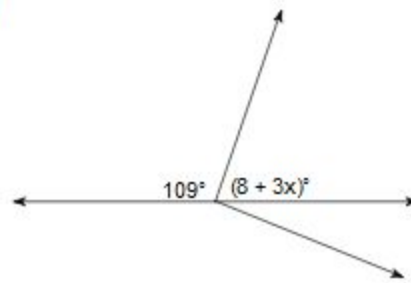
Finding Angles (Spicy)

Find the value of x .

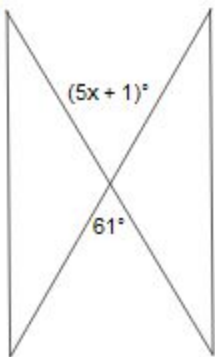
1)



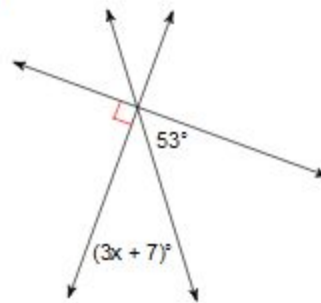
2)

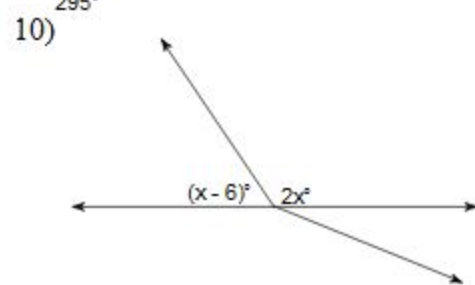
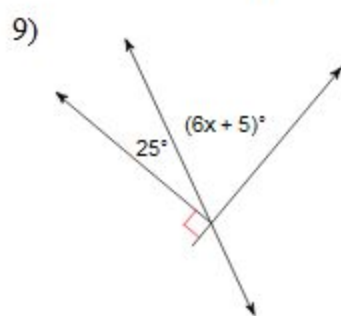
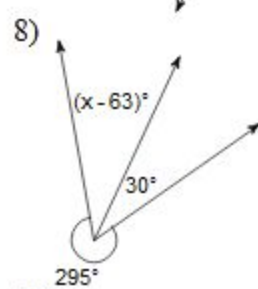
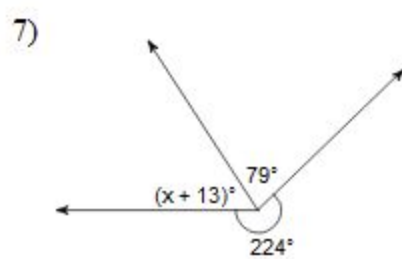
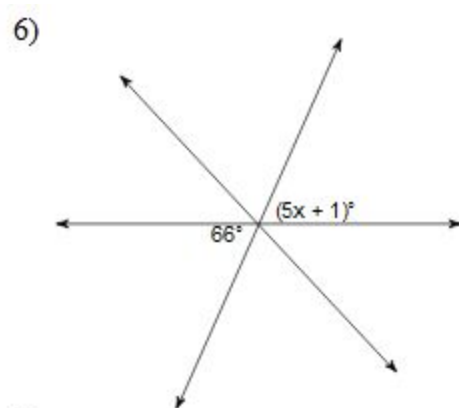
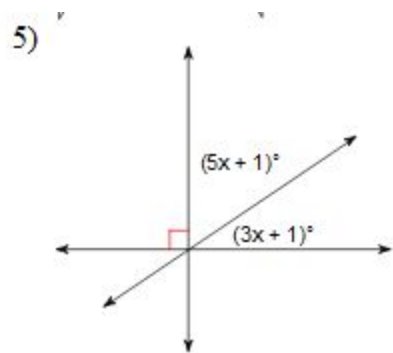


3)



4)



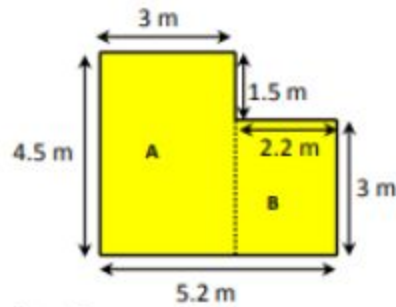


The area can be split into two rectangles, A and B.

$$\text{Area of A} = 4.5 \times 3 = 13.5 \text{ m}^2$$

$$\text{Area of B} = 3 \times 2.2 = 6.6 \text{ m}^2$$

$$\text{Total area} = 13.5 + 6.6 = 20.1 \text{ m}^2$$



Think about

Are there any other ways of finding the area of the floor?

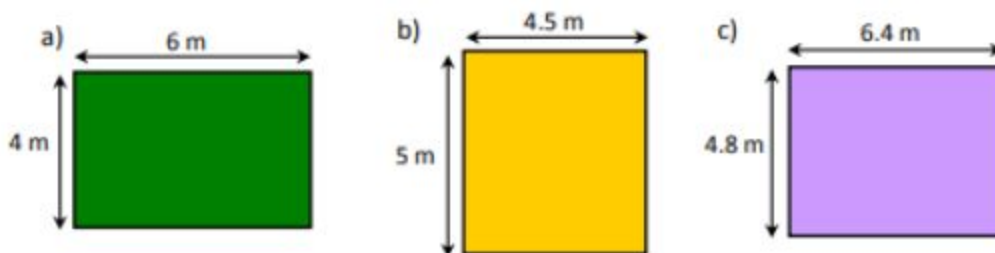
Do they give the same answer?

Why are the units m^2 ?

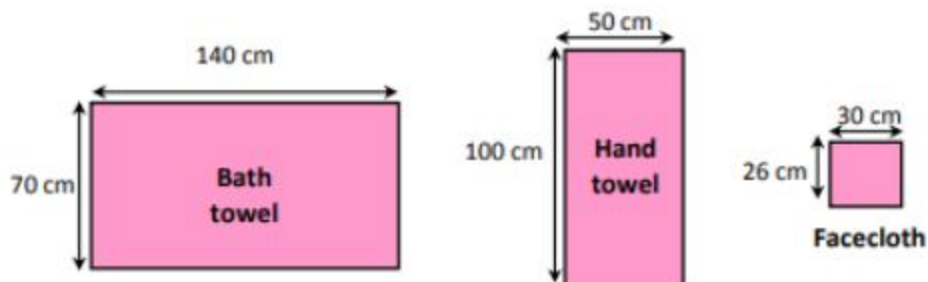
Student worksheet

Try these

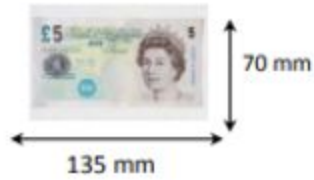
1. Each diagram shows the dimensions of a floor.
Find the perimeter and area of each floor.



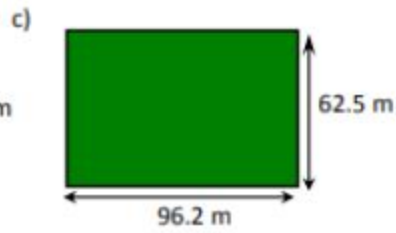
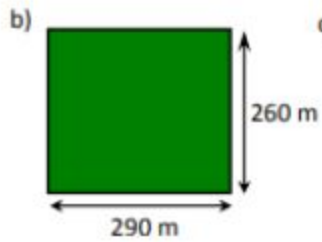
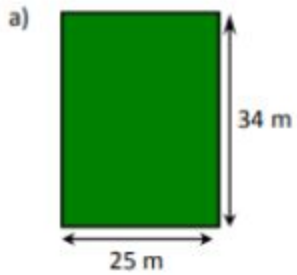
2. Find the perimeter and area of each towel and the facecloth.



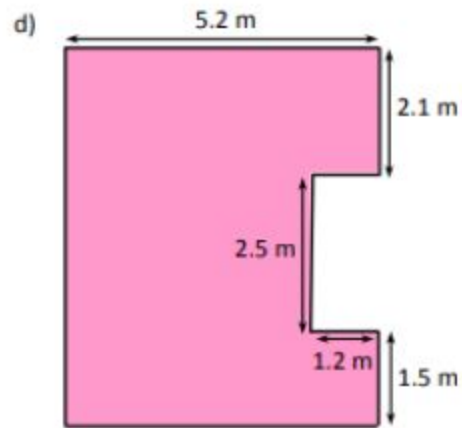
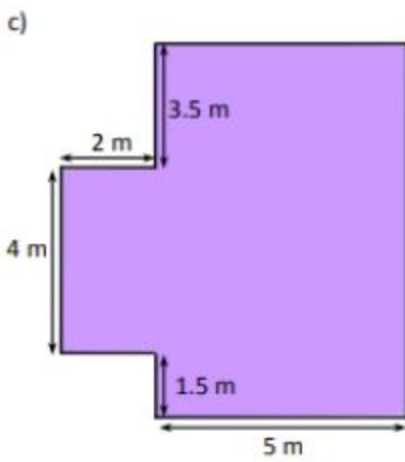
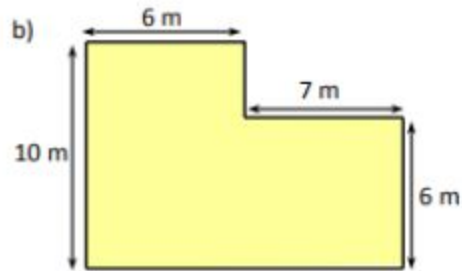
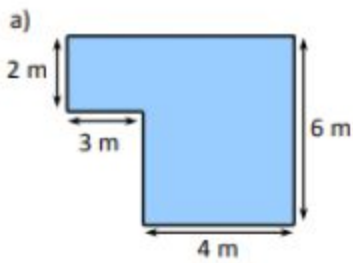
3 Find the perimeter and area of this £5 note.



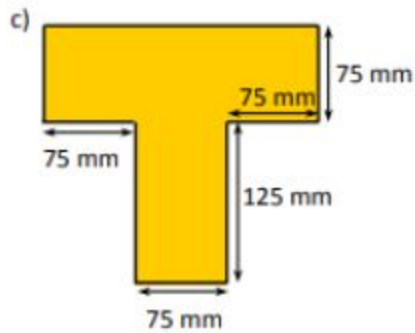
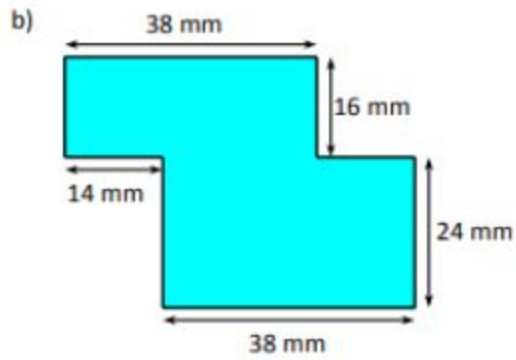
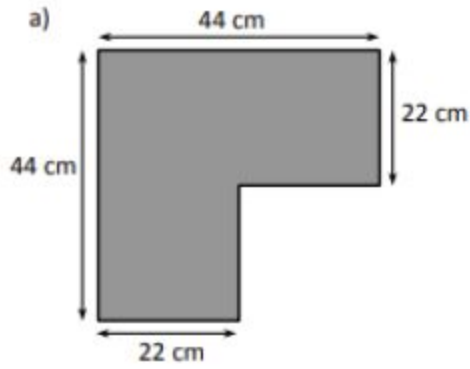
4. Work out the perimeter and area of each field.



5. Find the perimeter and area of each room.



6. Work out the perimeter and area of each shape.

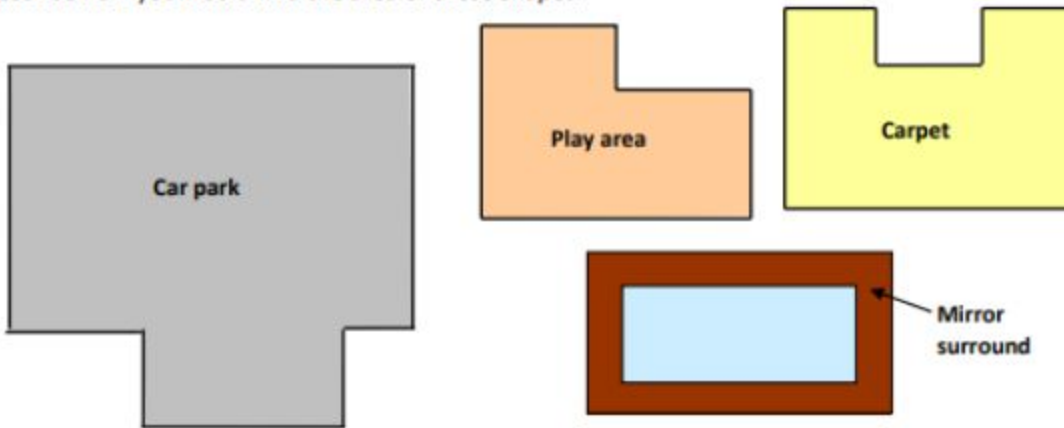


Reflection

What does the word perimeter mean? How do you find the perimeter of a shape? What units are used for perimeters?

How do you find the area of a rectangle? What units are used for areas?

Describe how you would find the area of these shapes.

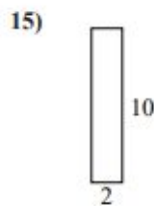
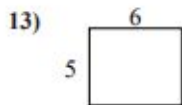
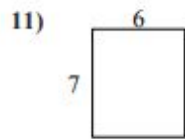
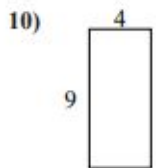
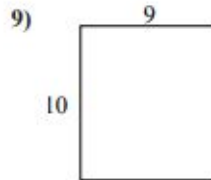
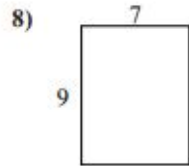
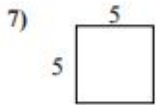
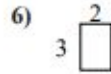
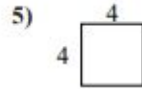
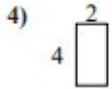
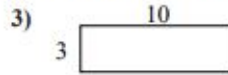
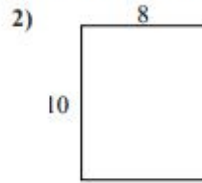
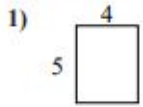




Finding Perimeter & Area

Name: _____

Find the perimeter and area of each figure. Each figure is in inches (in). Not to scale.



Answers

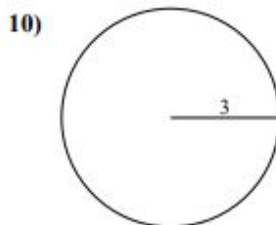
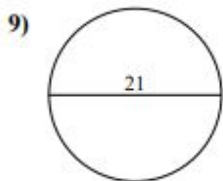
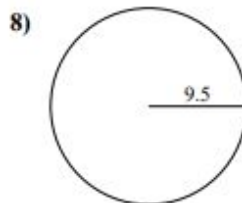
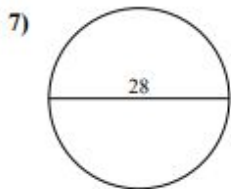
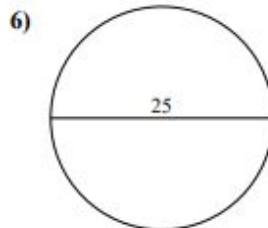
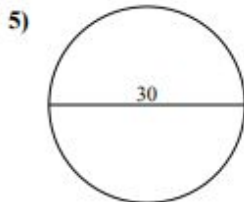
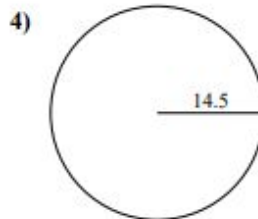
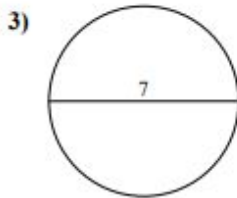
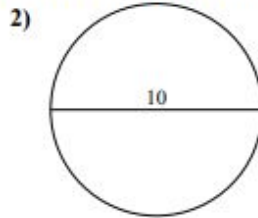
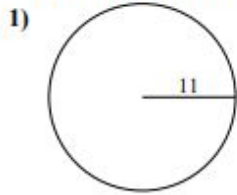
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____



Finding the Area and Circumference of a Circle

Name: _____

Find the area and circumference of each circle. Circles are not to scale.



Answers

1a. _____

1c. _____

2a. _____

2c. _____

3a. _____

3c. _____

4a. _____

4c. _____

5a. _____

5c. _____

6a. _____

6c. _____

7a. _____

7c. _____

8a. _____

8c. _____

9a. _____

9c. _____

10a. _____

10c. _____

KEYBOARDING 7th grade

subject: ballet company addresses
TO: Marguerite Mercedes, Director

date: March 30, 2016

FROM: Justin Mathews, Administrative Assistant

attached is the address list for the ballet companies that you requested. i were unable to secure an address for the Bolshoi Ballet in Moscow.

i has seen the Royal Swedish Ballet, the American Ballet Theatre, and the Paris Opera Ballet perform. They was all excellent. The patrons of our artist series would be extremely pleased with any of the three performances.

Even though i have not personally seen performances by any of the other groups on the list, i have heard excellent comments by others who have been fortunate enough to see them perform. i don't think we can go wrong by inviting any of those on the list to be part of next year's Artist Series.

Attachment

s.h.

Correct the formatting and grammar errors in the memo above.

Day 1- Correct errors in heading section of memo

Day 2- Correct errors in Paragraphs 1 and 2

Day 3- Correct errors in Paragraph 3 and the remaining parts of the memo

Day 4-Think about your dream job. Write a paragraph about how you think keyboarding would be used in that career. How would knowing how to type fast and accurately benefit you in that career?

Day 5-Write a paragraph about what you remember learning in your intermediate school typing/computer class last year. (Example: home row keys, posture, etc...)

Day 6-Write a paragraph about the importance of "not looking at your hands" while typing. Why do you think that would make you faster if you could master that skill? Why would it slow you down if you couldn't master

Day 7-List all the letters you type with your left hand. Write a list of 20 words that you only type with the left hand. Examples: feat and feet

Day 8-List all the letters you type with your right hand. Write a list of 20 words that you only type with the left hand. Examples: Jill and lump

Day 9-Write a letter to someone who lives in an area that does not get snow and describe your experiences with snow. You will type the letter in the proper format when we return to school

CULTIVATING CULINARY TOOLS

PLANT TRANSPLANTS : TWO IN ONE

Think about a beautiful, aromatic rose bush or a fruit tree loaded with sweet apples. Many of the plants available today are made possible by a process called grafting. Rather than growing plants from seeds, farmers can create plants with certain characteristics by joining together two similar plants that each have a portion of the desired traits. To graft plants or trees, farmers cut through the stems or branches of two plants. Then they attach the cut ends together so that the tissues that carry water and nutrients through the plants are lined up. Over time, the tissues grow together with the transplanted upper part, or scion, becoming the top of the plant and the lower understock becoming the root. Farmers can use grafting to create plants that better withstand changing climate or poor soil conditions. For instance, a plant that produces abundant and delicious beans may not be able to

survive in nutrient-poor soils. To grow beans on deficient land, farmers may graft a bean-producing stem onto a plant with hardier roots that can tolerate poor soil. Grafting allows fruit farmers to renew their orchards without digging up any trees. To produce new types of fruit, farmers graft branches of the desired type onto mature trees of other varieties. As the grafted branches grow, they produce the new type of fruit.

Day 1:

1. In your own words, what is the central idea in this passage?
2. What is one piece of evidence that supports the central idea?

Day 2:

1. What is a scion?
2. What do you think makes for “nutrient poor” soil?

Day 3:

1. How is grafting plants similar to transplant surgery in humans?
2. Explain how grafting might be useful for farmers. Use evidence from the passage to support your answer

[Day 4-Day 10 FOLLOW LINK FOR ASSIGNMENTS](#)

Music Rotation Sandra Jamerson/Barton Junior

Day 1:

Appassionato is a musical term that means “with great feeling.” Describe something you love to do. Be sure that your writing communicates your love for this activity and conveys the meaning of the term *appassionato*. Write these feelings in a paragraph.

Day 2:

List at least five careers that involve music. Give a brief description of each career. Which of the careers would you most like to have someday? Explain why. This is hypothetical.

Day 3:

Why do think stores play recorded music while the customers shop ? How might the music played in a grocery store differ from the music played in a store that sells clothes for teenagers?

DAY 4: Master Musician

On a sheet of paper, Write a paragraph for the following question:

Would you rather be an accomplished singer or play an instrument well? What would you do **if you had immense talent in creating music** with your voice or instrument?

DAY 5: Conductor’s Crisis

On a sheet of paper, Write a paragraph for the following question:

The sweeping sound of an orchestra is created by many parts working as one. String, brass, woodwind, and percussion instruments perform together to create the movie score for *Star Wars* or a Broadway overture for *Beauty and the Beast*. **Imagine that you are a famous conductor**, and your string (or brass or woodwind or percussion) section has gone on strike just before an important performance. The curtain is supposed to rise three hours from now! How will you save the show?

DAY 6: Make Me An Instrument

On a sheet of paper, Write a paragraph for the following question:

Personification is when you **make an object think and act like a human**. Use descriptive words and personification to write about what it's like to be a musical instrument such as a piano, violin, guitar, or drum.

DAY 7: Wildkitten Jungle Band

On a sheet of paper, Write a paragraph for the following question:

Imagine you are trying to start a **rock band, praise band, or string quartet** in the middle of a wild forest or jungle. What kinds of natural materials will you use to make instruments? What sorts of interruptions will you encounter during rehearsals? Write about how you will overcome these challenges and reach musical success.

DAY 8: Music's Charms

On a sheet of paper, Write a paragraph for the following question:

William Congreve (1670-1729) was an English playwright and poet who wrote, "Music hath charms to soothe a savage breast." Write about a time **when music helped soften your anger** or improve your grumpy attitude.

DAY 9: Keeping Time

On a sheet of paper, Write a paragraph for the following question:

While practicing their instruments, musicians often use a device called a metronome to beat a steady rhythm or "keep time." A metronome can beat faster or slower, depending on how it is set. If someone asked you to **invent a new metronome**, what would it look like? What would it sound like? Think creatively, and write as descriptively as you can.

DAY 10: Lobby Music

On a sheet of paper, Write a paragraph for the following question:

Choose a specific establishment (shopping mall, law firm, doctor's office, sports stadium, fast food restaurant, fine dining establishment) and imagine you were in charge of choosing the music for it. Explain how music can affect one's mood. Explain what type of music you'll use and why.

Art Rotation Reynolds' Class

Materials needed: Pencil and paper

Instructions: Each Day's drawing is worth 50 points. If it is messy, it is a zero. Take your time and make the drawings look good enough to hang on a wall when you turn them in.

Day 1-Draw a tree and shade it using value and texture.

Day 2-Draw a pinecone and shade it using value and texture.

Day 3 -Draw your shoe and shade it using value and texture.

Day 4-Draw your hand and shade it using value and texture.

Day 5-Draw any object in your room and shade it using value and texture.

Day 6-Draw a flower and shade it using value and texture.

Day 7-Draw your room and shade it using value and texture.

Day 8 -Make up an animal, name it, and draw it.

Day 9-Draw a pet or the pet you would like to have and name it.

Day 10-Draw a chair and make up something sitting in the chair.

7th and 8th grade rotation PE classes:

Day 1:

Go run outside in your yard or at the park. Is running there less or more difficult than running on grass, the gym floor, or the turf at the stadium?

Explain why you think that. Use complete sentences, proper grammar, and structure.

Day 2:

Play a game or games (inside or outside) with friends or family or both.

NOT a video game!

Write a 1 page paper on the game played, how the game was played, and who won (if score was kept).

Use complete sentences, proper grammar, and structure.

Day 3:

Create a NEW game and write it down.

Include rules, objectives, scoring, participants needed, and any other information needed.

Use complete sentences, proper grammar, and structure.

Day 4-Using a Dictionary, define a word for each letter of the alphabet that relates to Physical Activity or Physical Education.

Write out the word AND the complete definition.

Words should be in alphabetical order.

(you should have 26 words and 26 definitions)

Day 5-List the rules for regular Kickball.

Draw a kickball field. Diagram and Label the field correctly. Include: fair and foul territory, bases, pitchers area.

Day 6-List 5 games you like to play in PE and explain WHY you like playing each of those games.

Day 7-List 5 games you dislike playing and explain why you dislike playing each of those games.

Day 8-Make up a game to play. Include: rules, positions,number of players needed,

What's Your Problem?

Day One- In most places around the world, if you talk about "football," people will think you are referring to soccer because "football" is the original name of soccer. American football wasn't invented until the late 1800s, when universities in the United States began playing different versions of soccer and rugby. The games became popular, and American football was born. Do you like to watch or play football? If yes, explain why. If no, write about another sport you like to watch or play.

Day Two- The game of Frisbee first started more than 60 years ago in Bridgeport, Conn. Students from nearby colleges bought pies from the Frisbie Pie Company and, when they finished eating, began tossing and catching the empty tins. They shouted "Frisbie!" as they played. Today's plastic version is called a "Frisbee."

Think of an everyday item that could be used for a game. Name the item and explain your new game and its rules.

Day Three-: Select the appropriate conclusion to each analogy.

1. Jam is to toast as gravy is to _____.

- a. potatoes
- b. Cheese
- c. salad
- d. French toast

3. Trunk is to tree as stem is to _____.

- a. flower
- b. grass
- c. ladder
- d. branch

2. Dog is to paws as horse is to _____.

- a. Gallop
- b. Shoes

4. Train is to freight as ship is to _____.

- a. water
- b. cargo

c. hooves
d. Pony

c. deck
d. shipment

Day Four-

1. Make 126. Use all of the numbers (200, 5, 4, 2, 6) to arrive at an answer of 126. You can use addition, subtraction, multiplication or division, but each number may only be used once.

2. I am a number. I am 4 digits long. 3 & 5 are 2 of my many factors. What number could I be?

Day Five- A group of students in a PE class is running the 100-yard dash. The times range from 11 seconds to 15 seconds. Using the clues below (and your mathematical skills), determine how long it took each classmate to finish the race.

1) Hannah's time is a tie with Lexie.

2) Georgie's time is the same as the unit rate of $\frac{132 \text{ yards}}{12 \text{ seconds}}$.

3) Lexie's time is the value of x in the following equivalent ratios: $\frac{x}{16} = \frac{3}{4}$.

4) Michaels's time is 20% of 75 seconds.

5) Colton's time is in the bottom 50% of the finishers.

6) Avery's time is the value of the girls when the ratio is simplified: $\frac{30 \text{ boys}}{39 \text{ girls}}$

Day Six- Invent a sport that can be played with jet packs. Describe step by step directions on how to play it.

Day Seven- Less than 50 years ago, the average family owned one telephone, one or two televisions and a few radios. Today the average household has at least five devices that need an internet connection and as many as six percent of households own at least 15 such devices including smartphones, tablets, televisions, gaming consoles; even digital photo frames. This makes life much easier for everyone. But can there be a bad side to being so dependent on technology?

Day Eight- Flying cars will probably be a part of your future. What types of laws do you think we'll need for this new invention? What will the speed limit be for flying cars? How will take offs and landings be handled? Will we need to drive to an airstrip to start our journeys or will the car be able to lift off right from our driveways?

Day Nine- Make a list of every sign of spring you can think of. Consider how spring looks, sounds, feels, and smells as you make your list. Include at least 15 on your list.

Day Ten- Has the use of emoji stunted our ability to express ourselves in writing, or does it help us identify our emotions more precisely? Explain your feelings in a short paragraph.

ELECTIVES:

Boys Athletics: SEE BOYS AND GIRLS CONDITIONING DAYS 4-10

Day 1:

Go run outside in your yard or at the park. Is running in there less or more difficult than running on grass, the gym floor, or the turf at the stadium?

Explain why you think that. Use complete sentences, proper grammar, and structure.

Day 2:

From your experience of playing football on a football field OR basketball on a court, how can you modify the rules and game to fit the area of play you have in your yard or at the park?

Think of rules/penalties, 1st Downs/Out of Bounds or free throws, the athletic ability needed, and spectators.

Use complete sentences, proper grammar and structure.

Day 3:

Create a NEW game.

Include rules, objectives, scoring, participants needed, and any other information needed.

Use complete sentences, proper grammar, and structure.

Girls athletics basketball -SEE BOYS AND GIRLS CONDITIONING DAYS 4-10

Day 1: List 3 basketball offensive rules

Day 2: List 3 basketball defensive rules

Day 3: Write a short paragraph on what basketball skills you improved this year

PE classes:

Day 1: Go run outside in your yard or at the park. Is running in there less or more difficult than running on grass, the gym floor, or the turf at the stadium?

Explain why you think that. Use complete sentences, proper grammar, and structure.

Day 2: Play a game or games (inside or outside) with friends or family or both.

NOT a video game!

Write a 1 page paper on the game played, how the game was played, and who won (if score was kept).

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Day 7- List 5 games you dislike playing and explain why you dislike playing each of those games.

Day 8- Make up a game to play. Include: rules, positions, number of players needed,

BAND/ORCHESTRA Days 1-10

Practice your instrument for 15 minutes for every school day missed due to weather. Write down what measures you practiced. What improvements could you make? Have your parent sign the assignment.

CHOIR Sandra Jamerson

Day 1 Write two paragraphs to describe your feelings when you have successfully sung or played a piece of music.

Day 2 Describe the music you would select to be played at the award ceremony for 'Musician of the Year.' Create a program or order of performances...up to 8 entries.

Day 3 Movies are sometimes created with only music and animation, but these movies still have a plot. Imagine you have agreed to design and write the advertisement, and in it describe the music that is used to bring the animation to life.

Imagine Zone

Day 1

Minecraft Voyage Aquatic lesson on Code.org. Sign into your code.org account and complete the Minecraft Voyage Aquatic lesson.

Day 2

Flappy Code lesson. Sign into your code.org account and complete the flappy code lesson. Create your own Flappy game and then share the link with Mr. Kingery.

Day 3

AI of Oceans lesson. Sign into your code.org account and complete the flappy code lesson.

Day 4

Nintendo Labo. Think back to when we designed the devices for the Labo. Come up with a sketch and idea for creating your own device to use with th labo.

Day 5

Nintendo labo. Create an advertisement picture for your New Labo Creation. The advertisement must have a description of your device, a picture of your device, and the price that you would sell it for.

Day 6

Using the information you have already completed write a "fake" letter to the Nintendo company explaining to them what your new device is and why they should create your device

Day 7

Breakout games. Create a new break out lock for a digital game. Write the idea of the game down on paper and when we return to class I will collect the ideas and create a game using everyone's ideas. The lock must be a color lock and the theme of the game is the volcano that you have been assigned to create.

Day 8

Breakout game. Create a new break out lock for a digital game. Add a number lock to the volcano break out

Day 9

Breakout game. Create a word lock for the volcano game.

Day 10

Breakout game. Create a directional lock for the volcano game.

MEDIA

SMART: The Information-Age Checklist

Like journalists. You depend on sources for information. You may read a story on a website, on television, in a magazine, or even in an email. A friend or relative may tell you a story or share it on social media. To judge the reliability of the story, you should always consider the source. Use the following **SMART** tests to check your sources.

Source. For you to evaluate a source, you have to know who or what the source is. Where does the story come from? Is the person reporting the story an eyewitness to the story? Did the person get the story from others? From eyewitnesses? From a book? Track the source down. If the source is unclear, be skeptical about the story.

Motive. Why do they say so? Sources often have a special interest or particular point of view that may cause them to slant information. Biased sources can be accurate, but you need to check them carefully. Get all sides to a story.

Authority. How good is the source? Eyewitnesses can be wrong. Was the witness in a good position? If the source isn't an eyewitness, make sure it's a source you can trust — e.g., an expert on the subject, a newspaper's website with good fact-checking. Be wary of any source that is repeating hearsay and rumors as actual facts. They are not facts.

Review. Go over the story carefully. Does it make sense? Is it logically consistent? Are there any notable errors in facts or conclusions? Make a list of questionable facts. Develop answers about the story.

Two-source test. Double-check everything, if possible. Talk to a second party. Research the subject in the library, by interviewing others, and by searching on the Internet for credible news sites. Does your two-source test confirm the story or contradict it?

Examine each of the following scenarios describing an online news article or news item. Apply the SMART information-age checklist to determine if the article or item described seems trustworthy or not, and explain your reasons in a short paragraph.

Day 1-Scenario #1

A news website called *The Rutabaga* publishes an article entitled "President Signs Executive Order Making Planet Mars the 51st State." The article contains quotes from scientists claiming they've learned how to extract water from Martian rocks and are already growing apple orchards on Mars. The co-writers of the article are Rock Etts and Ailey Uhn.

Day 2-Scenario #2

A tweet from a friend states "The Islamic State is losing ground." The tweet links to a *New York Times* article stating that U.S. soldiers in Iraq have helped retake a city from the Islamic State. You click on the link and are taken to the *New York Times* website. The article seems to support your friend's statement. (Apply SMART to both the tweet and the article.)

Day 3-Scenario #3

A news blog publishes an article stating that a local politician beat up a critical newspaper reporter during an interview. The article cites "an unnamed person close to the politician's campaign" who said the politician wanted to prove how tough he is to his constituents. A photo of a person with bruises on his face accompanies the article but provides no information about who is pictured or where or when the photo was taken. It is shared on Facebook 100,000 times. The blog contains ads for the blogger's new book.

Cheer:SEE BOYS AND GIRLS CONDITIONING DAYS 4-10

Day 1 Stretch your legs and arms. Do 10 of each of the following jumps: hurkey, toe touch, hurdler, double toe.

Parent signature: _____

Day 2 Practice your own 2 personal chants that you call 5 times each. Also, do one hurkey, hurdler, toe touch, and double toe.

Parent signature: _____

Day 3 Make up 2 8-counts of a dance. Practice the routine a couple times and have it memorized.

Parent signature: _____

ROBOTICS

DAY 1- Think about a robot we have built this year and explain in a short paragraph the struggles you had with the robot and how you overcame the struggles to make your robot perform successfully.

Day 2- A magazine has announced a contest for the best original robot to help with a household chore. In a short paragraph, describe your entry and the ways it will make housekeeping easier. (Cannot use vacuuming)

Day 3- In a short paragraph, describe which robot we have built so far this year was your favorite and explain why?

Day 4- What are the steps of the Engineering Design Process and write a paragraph to explain how we use that process in robotics class?

Day 5- Research a real life example of a robot and write a short paragraph describing this robot and what it does to help society.

Day 6- In science fiction, [The Three Laws of Robotics](#) begin with this rule: *A robot may not injure a human being, or, through inaction, allow a human being to come to harm.* Make a list of books, movies, and comic strips that follow this rule. Which one is your favorite?

Day 7- In your opinion, should we develop robots to replace human jobs in factories, warehouses, and fast food restaurants? Why or why not?

Day 8- Research a career in robotics or engineering and write a paragraph to describe that career.

Day 9- Write the word robot then draw and write a description of your robot. The image can be one of a real robot or an imaginary one (maybe a movie image).

Day 10- The definition of a robot is "A mechanical device that is capable of performing a variety of tasks on command or according to instructions programmed in advance." How does the robot you drew and described yesterday fit this definition? Explain your answer in a short paragraph.

Boys and Girls Conditioning

Day 1: Exercise for 15 minutes and have your parent sign here: _____

Day 2: Exercise for 15 minutes and have your parent sign here: _____

Day 3: Exercise for 15 minutes and have your parent sign here: _____

Day 4: Exercise for 15 minutes and have your parent sign here: _____

Day 5: Exercise for 15 minutes and have your parent sign here: _____

Day 6: Exercise for 15 minutes and have your parent sign here: _____

Day 7: Exercise for 15 minutes and have your parent sign here: _____

Day 8: Exercise for 15 minutes and have your parent sign here: _____

Day 9: Exercise for 15 minutes and have your parent sign here: _____

Day 10: Exercise for 15 minutes and have your parent sign here: _____

Stitchin' with STEAM

Day 1: Complete the word search below about sewing terms.

Day 2: On separate paper, define each of the terms from the word search **in your own words**. Feel free to use a dictionary or website such as www.dictionary.com to help you understand the meanings of the words.

Day 3: On separate paper, write a paragraph about something you would like to sew or cook in this class. Explain why you chose your item. Be sure to include how your project is connected to science, technology, engineering, the arts, or math. Convince me that we should do your project in class.

Sewing Word Search

Find the words listed. Words may appear forward, backward, up, down or diagonal. Words may overlap and cross each other. When you have found a word, be sure to circle it and cross it off the list.

Y	A	R	G	Y	A	R	D	A	G	E	N	N	E	H	E
S	L	N	R	B	E	G	N	I	P	P	I	L	C	I	A
U	L	N	A	C	G	A	P	H	E	M	E	T	R	S	T
W	N	G	I	P	A	E	N	I	L	N	I	A	R	G	R
E	I	D	N	G	V	E	B	A	S	T	E	M	R	O	I
Y	F	A	E	O	L	F	C	A	S	I	N	G	G	A	G
R	A	R	Y	R	E	C	A	Y	S	R	E	P	N	S	R
E	C	N	E	E	S	E	A	M	E	A	Y	E	I	E	A
D	E	I	L	D	A	T	O	P	S	T	I	T	C	H	D
I	B	N	E	H	S	M	I	E	H	O	B	B	A	T	I
O	A	G	T	C	L	I	P	T	E	D	O	G	F	T	N
R	L	I	N	T	E	R	F	A	C	I	N	G	A	R	G
B	I	N	D	I	N	G	C	E	R	H	T	I	F	A	C
M	C	A	T	E	S	S	U	G	A	T	H	E	R	D	A
E	D	G	E	S	T	I	T	C	H	S	P	E	C	I	R
S	T	T	I	H	C	N	I	A	R	G	S	S	O	R	C



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|-------------|------------|--------------|
| BASTE | EMBROIDERY | GUSSET |
| BIAS | EYELET | HEM |
| BINDING | FACE | INTERFACING |
| CASING | FACING | NAP |
| CLIPPING | GATHER | SEAM |
| CROSSGRAIN | GODET | SELVAGE |
| DARNING | GORE | STAY STITCH |
| DART | GRADING | TOPSTITCH |
| EASE | GRAIN | UNDER STITCH |
| EDGE STITCH | GRAIN LINE | YARDAGE |