Name: _____ 1st Period Teacher:_____

Spencer County Middle School NTI (Non-Traditional Instruction)

PLEASE INCLUDE YOUR FIRST & LAST NAME ON EACH DOCUMENT

Turn In

7th Grade Information- Weeks 5 & 6 Packet

April 20th-May 1st

Spencer County Middle School (502) 477-3260

Spencer County Public Schools Website www.spencer.kyschools.us

Teacher	Email
Erica McGaughey (E Mac)- Science	Erica.McGaughey@spencer.kyschools.us
Amanda Jacobson-Language Arts	Amanda.Jacobson@spencer.kyschools.us
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Angela Smith-ECE	Angela.Smith@spencer.kyschools.us
Tyler Eldridge-ECE	Tyler.Eldridge@spencer.kyschools.us

For Any SCMS Student

- I have created a school wide **Google Classroom** for any SCMS student that wants to join. The work is not graded and has no due date. I have included virtual learning activities, virtual field trips, reading links, live video cams from the San Diego Zoo, museum links, audible books, Scholastic News articles, video links, etc. This Google Classroom code is **qqaa4oo.**
- To access **Epic** (books), there is a code you will need to put in to use as a guest under our library media specialist, Mrs. Gabbard's class. The code is **pvi6616**.
- You will also need to use the **Scholastic News** school code to access articles and videos from their site. That code is **rugsnow743**.
- Don't forget that students can also access Reading Plus as well. The school code for this is **rpspenc2**.

If you have any questions feel free to email me at tracy.sztanya@spencer.kyschools.us .

Only for Reading RTI Students

If students have access to the internet and a computer, they can log onto **Google Classroom** and access reading assignments, vocabulary, and other lessons I have entered for them. If students do not have access, that is fine, just continue to read **daily**.

If students are in:

- my 4th period class/6th Grade's classroom -- code for Google Classroom is: 2uhxo5h
- my 6th period class/7th grade's classroom -- code for Google Classroom is: pitbkqk
- my 7th period class/8th grade's classroom -- code for Google Classroom is: ycm4vv5

Students can also work on **Reading Plus** during this time. Our school code for this site is **rpspenc2**. Students should know their username and password. If students forgot, please email me to get the information at tracy.sztanya@spencer.kyschools.us. Our school phone number is 502 477-3260 and my extension number is 412114, but it will be best to email since we are not in the building regularly at this time. Please check into Google Classroom each week to see any new assignments.

Stay healthy! ●

Tracy Sztanya, NBCT

Reading Intervention Teacher

Spencer County Middle School
1263 Mt. Washington Rd.
Taylorsville, KY 40071
502.477.3260 ext.412114

TURN IN

5th Period Reading Log Week 5

Name:_____ **Your 5th Period Teacher:**_____

Parent Signature:_____

For 5th period this week, you are required to read for 30 minutes and fill out this reading log ***each*** *day. Your reading of Tangerine DOES COUNT for this log.* ☺

	Title **Tangerine OR Reading of Your Choice**	**Make a prediction, make a connection, or ask a question about what you read.**
Monday		
Tuesday		
Wednesday		
Thursday		

5th Period Reading Log Week 6

Name:_____ **Your 5th Period Teacher:**_____

Parent Signature:_____

For 5th period this week, you are required to read for 30 minutes and fill out this reading log ***each*** *day. Your reading of Tangerine DOES COUNT for this log. .☺*

	Title **Tangerine OR Reading of Your Choice**	**Make a prediction, make a connection, or ask a question about what you read.**
Monday		
Tuesday		
Wednesday		
Thursday		

7th grade Math NTI Instruction Letter (April 20 - 30)

Nathan Greenwell & Michelle Gross (7th Grade Math)

Attached is homework #28 & 29 for this week. These 2 assignments are required. We will also post activities, videos & optional assignments on Google Classroom. If you have trouble accessing your class, email either Mr. Greenwell or Mrs. Gross.

Please plan to spend at least 30 minutes per day working on math. **You have choice in how you spend your time.** Below are some options you can do.

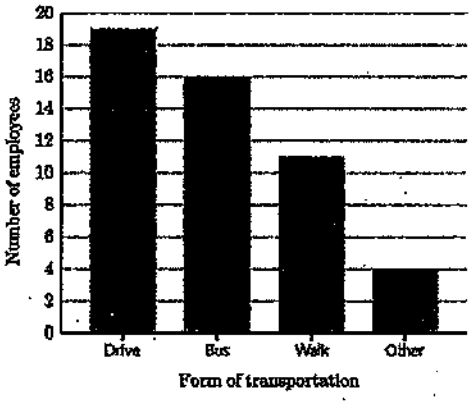
Internet Activities			
Khan Academy (Try to do the Statistics & Probability Lessons)	Prodigy https://www.prodigygame.com/	Scholastic Math Workshop http://www.scholastic.com/mathworkshop/login/	**IMPORTANT:** Please Check in on *Google Classroom* each day. We have videos going over HW & a question that you answer telling us what math you worked on.
Illuminations https://illuminations.nctm.org/ (6-8 Interactive Lessons)	Quizizz or Kahoot! (posted on Google Classroom weekly)	CK-12 Math Content https://www.ck12.org/student/.	

Internet Not Needed Activities - Turn in with Packet			
Probability: Create your own probability game. Play with family & write down the results in a table.	**Percentages:** Show Me The Money	**Geometry/ Proportions:** The Case of Perilous Planting	**Probability:** Math Masters
Probability: Case of the Tardy Transportation	**Statistics:** Find at least 5 pieces of # data (use newspaper, magazine, TV, book, etc.) Calculate mean, median, mode, range & Mean Absolute Deviation		**Attn Mr. Greenwell's 1st period:** There are different assignments in this packet for you this week.

n Turn in if you did non-internet activities

TURN IN

Name: 7th Grade Weekly Homework #28 Score: /50

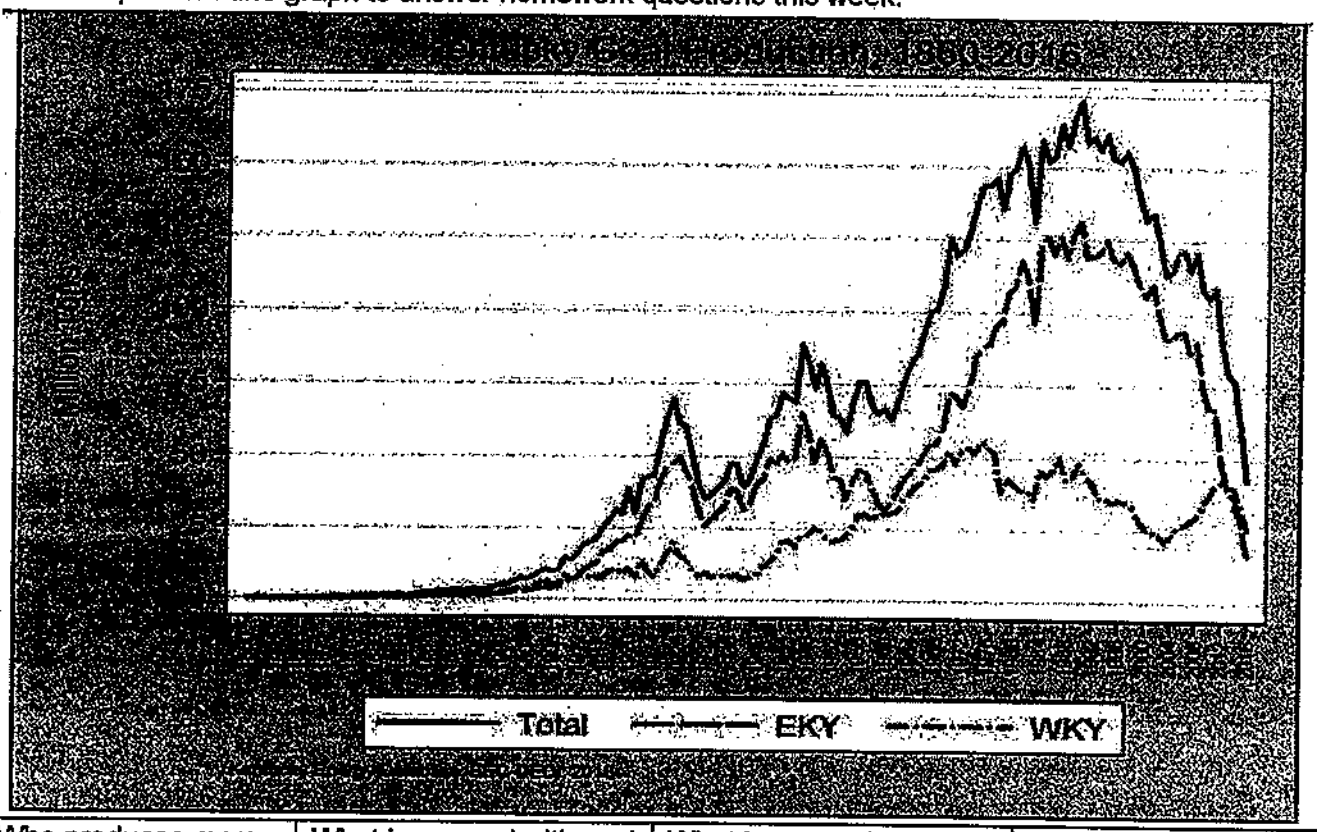
	Monday	Tuesday	Wednesday	Thursday
1	What decimal is equivalent to ?	What percent is equivalent to ?	What fraction is equivalent to 38%?	What decimal is equivalent to 1.25%?
2	**Use this graph to answer questions 3-5 on Monday & Tuesday** A group of randomly selected Premier Marketing employees were asked what their most common form of transportation is. The bar graph below shows the results of the survey. Note: **There are 450 employees total at Premier.**  		**READ THIS SECTION:** To calculate the Mean Absolute Deviation of a set of data, do these steps: 1. Calculate **Mean** of data. 2. Determine how far each piece of data is away from the mean. (This is called the **deviation** - always a positive number) 3. Calculate the mean of the deviations. (**Mean Absolute Deviation**)	Francis surveyed 70 students about their favorite season. 18 chose fall. What would be a reasonable estimate for the number of students at SCMS (population 750) whose favorite season is fall?
3	What percent of the sampled employees drive to work?	What is a reasonable estimate for the TOTAL number of Premier employees that drive to work?	Test Scores: **96, 84, 88, 64, 72** Find the MEAN:	Sample of Shoe Sizes **8.5, 7, 9, 10.5, 11.5** Find the MEAN:
4	What percent of the sampled employees ride a bus to work?	What is a reasonable estimate for the TOTAL number of Premier employees that ride a bus to work?	Use the mean from above. How far does each test score **deviate** from the mean? 96 84 88 64 72 _ _ _ _ _	Use the mean from above. How far does each shoe size **deviate** from the mean? 8.5 7 9 10.5 11.5 _ _ _ _ _
5	What percent of the sampled employees walk to work?	What is a reasonable estimate for the TOTAL number of Premier employees that walk to work?	What is the Mean Absolute Deviation (MAD) of the test scores?	What is the Mean Absolute Deviation (MAD) of the shoe sizes?

TURN IN

Name: 7th Grade Weekly Homework #29 Score: /50

	Monday	Tuesday	Wednesday	Thursday

Use this comparative line graph to answer homework questions this week.



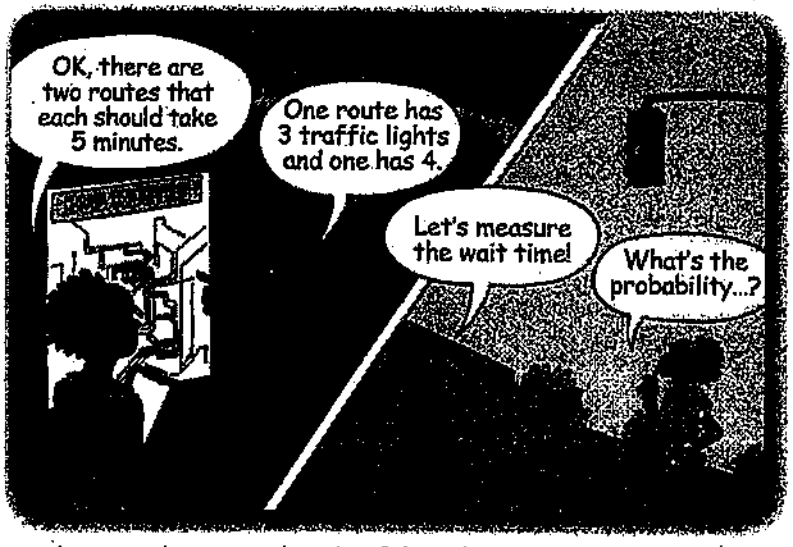
1	Who produces more coal overall, Eastern (EKY) or Western (WKY) Kentucky?	What happened with coal production in Kentucky from 1900-1928?	What happened to coal production in Eastern & Western KY between 1948-1960?	What trends do you see in the data for WKY from 1860-2016?
2	What year was the highest year **total** for coal production in Kentucky?	Compare EKY & WKY coal production in 1908.	Compare EKY & WKY coal production from 1976-1992.	What trends do you see in the data for EKY from 1860-2016?
3	What years were total coal production greater than 100,000,000 tons?	Compare EKY & WKY coal production in 1924.	Compare EKY & WKY coal production from 1992-2016.	What trends do you see in the data for all of Kentucky from 1860-2016?

NON- INTERNE TURN IN

The Case of the Tardy Transportation

Athena and Rick have received an e-mail from the school's transportation director. One of the school's buses is almost always late and she needs to find a solution. "Can you help?"

There are two possible routes the bus can take. If there were no traffic lights, either route would take five minutes. The bus currently takes Elm Street, which has three traffic lights. An alternate route using Washington Road has four lights. "Three lights must be faster than four," suggests the director, but Rick and Athena want to investigate.



Rick first goes to each intersection and measures how long each red light stayed red. Athena then uses the average lengths of the red and green lights to determine the probability of each light being red or green and the average wait time at a red light. Here are their findings:

Intersection	Average Wait Time for a Red Light	Probability of a Red Light
Main Street	2 minutes	1/2
Post Road	2 minutes	1/2
Fairview Avenue	2 minutes	1/2

Washington Road Route		
Village Road	1 minute	1/10
Prospect Road	1 minute	1/10
Broad Street	1 minute	1/10
Market Street	1 minute	1/10

Athena knows that to find the total time each route would typically take, she needs to multiply the probability of a red light at each intersection by the average wait time at a red light. She then decides to add those times to the length of time it would take the bus to complete each route with no red lights.

WORK THE MATH

Show your work—use separate paper as needed.

1. How long will it typically take to complete the Elm Street route? The Washington Road route?

2. On the Washington Road route, what is the probability of having the Village Road and Prospect Road lights both be green?

3. What is the probability that all four lights be red on the Washington Road route?

HINTS:

- To find the probability of more than one event happening, multiply the individual probabilities.
- The probability that a light will be red or green is 100%, or 1.0, expressed as a decimal. The probability of a light being green is 1 – the probability of it being red.

Math Masters

After only six months, R App Inc. is making a sizable profit. "We should donate some of our profits to a worthy cause," Athena thinks aloud. Rick replies, "How about a donation to our school because they made us the mathematicians we are today?" "Our gift might inspire others to excel in math, too," Athena chimes in.

After considering gifts like a random lunch menu generator for the cafeteria and a statue of Isaac Newton, the grateful duo donates a scholarship to the first contestant to correctly answer four challenging problems in a row in a math competition.

WORK THE MATH (Show your work on separate paper.)

For the first math competition, there are three contestants:

Contestant	Average Math Test Score
Contestant A	95%
Contestant B	90%
Contestant C	80%

1. What is the probability that each of the contestants will answer four questions in a row correctly?

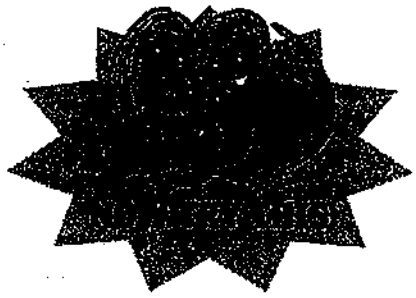
Hint: You can assume the probability that each contestant answers each single question correctly equals their average test score.

Contestant A_____ Contestant B_____ Contestant C_____

2. If Athena and Rick decided to make the competition more difficult by adding a fifth question, what would the probability of winning be for each contestant?

Contestant A_____ Contestant B_____ Contestant C_____

3. What is the probability of all three contestants answering four questions in a row correctly?



Working with compound probability for the contest gave Athena and Rick ideas for new math problems for the app.

Iggy the iguana has become a breakout reality star! Iggy's agent has successfully negotiated an appearance on the hit show *You Want Me to Do What?!* To win the grand prize for the Love a Lizard Foundation, Iggy must complete three wacky but dangerous challenges: Dodge the Doberman (75% probability of winning), Root Canal (80% probability of winning), and Is It Spoiled? (90% probability of winning). Considering the individual probabilities for each event, what is the probability that Iggy will complete all three events and win the grand prize? What do you think is the most efficient way to solve this problem?

NON Internet turn IN

STUDENT WORKSHEET 3

Name: _____ Date: _____

Show Me the Money *With Percentages*

One of the reasons The Conversions are going to be successful is that the group understands how to use a budget to manage its money. Bailey, the lead singer, is in charge of the band's budget. Using percentages helps her keep track of how much money is coming in (*income*) and how much money is being spent (*expenses*). Fill in the budget chart below and answer the questions to see how financially successful the band is. Use the Work Tips to help you with your answers.

WORK THE MATH

1. Calculate the percentage for each income and expense category in the chart below. Then convert the percentages to decimals and fractions to complete the chart. (*Tip*: You can think of income amounts as *positive* values and expense amounts as *negative* values.)

The Band's Average Monthly Budget

INCOME	Per Month	Percentage	Decimal	Fraction
Shows:	$250			
CD Sales:	$100			
T-Shirt Sales:	$50			
Total:	$400			

EXPENSES	Per Month	Percentage	Decimal	Fraction
Rehearsal Room:	-$100			
Equipment and Insurance:	-$60			
Touring Van (gas/repairs):	-$65			
Publicity (posters, etc.):	-$25			
Total:	-$250			

2. What part of the band's income is profit? (Hint: Profit equals income minus expenses.) Express profit as a percentage, decimal, and fraction.

3. The band donates 25% of its profits to its favorite charity: animal rescue. They put the remaining 75% into a savings account. How much money is the band currently giving to charity? How much does the band put into savings each month?

4. [illegible]

WORK TIPS

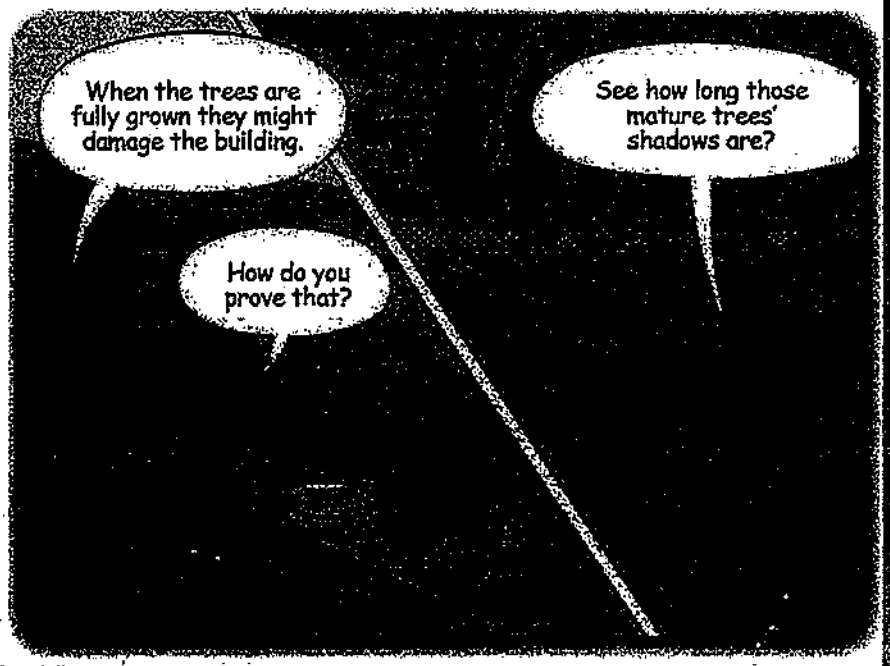
- To convert a percentage to a decimal: Since percentages are in the hundredths place, divide the percentage by 100, which is the equivalent of moving the decimal point two places to the left.
- To convert a percentage to a fraction, put the percentage over a denominator of 100 and simplify the fraction.
- Some percentages require a repeater bar over the decimal. For example: 1/3 = 33.3%

BONUS: At Ralph's insistence, the band started selling pizza-themed socks at its concerts. In one month, they sold a total of one pair for $2. Total band income that month was $400. Ralph was pleased to announce that sock sales now amounted to 5% of band income. Do you agree with Ralph? Explain your answer.

The Case of the Perilous Planting

Athena and Rick have been asked to inspect the planting of some Scots pine trees at school. Athena notices that holes have been dug for the young trees (now 3 feet tall) and that the holes are about 60 feet from the school. "If the trees are too close," she says, "they could damage the building in a severe windstorm when they're fully grown."

"How do you prove that?" asks Rick. Athena notices some mature Scots pine trees with shadows about 30 feet long. She then measures a young tree's shadow and finds it to be one foot. "New holes need to be dug!" exclaims Athena. "The trees are too close to the school!"



WORK THE MATH

Show your work—use separate paper as needed.

1 **Why is Athena so sure that the young trees are being planted too close to the school building? Hint: Think about setting up a proportion as you did when you compared the distance on a map to the distance in the real world.**

2 **Just before sunset, the young trees cast a six-foot shadow. Using the height of a mature tree calculated in problem 4, how long a shadow do the mature trees cast just before sunset?**

NOW TRY THIS:

The school building is 45 feet tall. How long a shadow would the building cast if it were at the time of the measurement?

Test Name _____

* WEEK 5 Greenwell
1st Period ONLY FRONT/BACK.

49. What is the value of n in the input-output table?

Input	2	5	8	n
Output	10	25	40	35

Ⓐ 5
Ⓑ 7
Ⓒ 11
Ⓓ 13

Use the numbers you know to find the rule for this table and determine the missing number.

50. Solve for w:

$$4w - 3 = 11$$

Ⓐ $w = 2$
Ⓑ $w = 3.5$
Ⓒ $w = 32$
Ⓓ $w = 56$

To solve for w, isolate the variable on one side of the equation.

51. Emily wants to save at least \$500 over the summer. She makes \$140 babysitting and decides to make the rest of the money by selling flowers. For each bunch of flowers she sells, she makes \$5. Emily writes the following inequality to find the minimum number of bunches of flowers (b) she will need to sell to make at least \$500:

$$140 + 5b \geq 500$$

What is the solution to the inequality?

Ⓐ $b \leq 128$
Ⓑ $b \geq 128$
Ⓒ $b \leq 72$
Ⓓ $b \geq 72$

To solve for b, isolate the variable on one side of the inequality.

52. The table below shows the distance traveled by a car over time.

Time in minutes (t)	2	5	6	7
Distance in miles (d)	1	2.5	3	3.5

Which equation shows the relationship between the time (t) and distance (d) traveled by the car?

Ⓐ $d = t - 1$
Ⓑ $d = t + 3$
Ⓒ $d = \frac{1}{2}t$
Ⓓ $d = .2t$

Using the numbers in the table, try the equation in each answer choice to find the one that works.

Test Name _____

20. Silas wants to cover one rectangular wall of his room with wallpaper. The wall is 8 feet tall and 13 feet long. What is the area of the wall?

Ⓐ 21 square feet

Ⓑ 42 square feet

Ⓒ 52 square feet

Ⓓ 104 square feet

Use the formula for finding area (width × length).

21. A rectangular playing field is 73 meters long and 59 meters wide. Travis ran around the perimeter of the field once. Which is the best estimate of how far Travis ran?

Ⓐ 120 meters

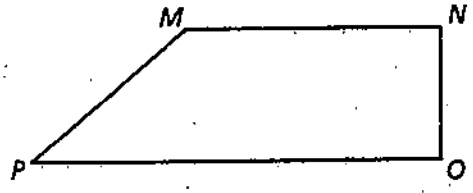
Ⓑ 130 meters

Ⓒ 240 meters

Ⓓ 260 meters

Remember that the opposite sides in a rectangle are equal, and the perimeter is the sum of all four sides.

22. Look at the figure below.



Which angle in the figure is obtuse?

Ⓐ $\angle M$

Ⓑ $\angle N$

Ⓒ $\angle O$

Ⓓ $\angle P$

Remember that an obtuse angle is greater than 90 degrees.

Name:

*Week 6
Greenwell's 1st period
class Only Complete front
& back

- Ali makes about $23.00 baby-sitting each weekend.
  How much money will she make in a year? _____

- She puts half of what she makes in the bank.
  How much money will she have in the bank after 1 year? _____

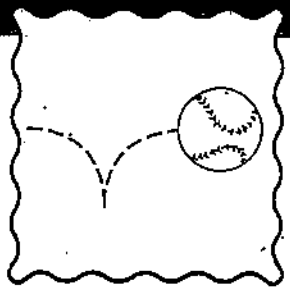
The money that she doesn't put in the bank is her spending money. She made this list of things that she would like to buy.

CD player $40, camera $20, video game $20, CD $15, book $5

- List 3 different combinations of things that she can buy with her spending money after 4 weeks.

List 1	List 2	List 3

Name:



Ms. Holloway rolled a ball down a ramp. Then she placed different materials on the ramp to demonstrate how friction can make the ball roll slower. The students timed how long it took the ball to roll down the ramp with each kind of material.

Friction Demonstration

Material	Time (in seconds)
notebook paper	4.25
sandpaper	4.37
cotton cloth	4.4
wool cloth	4.92
thin carpet	5.02
thick carpet	5.9

Use the chart to answer the following questions.

- Which kind of material allowed the ball to roll down the ramp in the shortest amount of time?

  _____

- How much longer did the ball take to roll down the ramp with thick carpet than with thin carpet?

  _____

- If you wanted the ball to roll down the ramp in less than 4.5 seconds, which kinds of material could you use on the ramp?

  _____

- Ms. Holloway used a ramp that was twice as long. Predict how long it would take the ball to roll down this ramp if it was covered with thin carpet.

  _____

Keep@Home

7th Grade Science Assignments Week 5: April 20-24

Hello Students,

This week you will begin studying about the Growth & Reproduction of Organisms. You may complete your assignments by completing the paper copies contained in this packet. The finished papers can be dropped off at school or emailed to your teacher. You can also submit your work through Google Classroom.There will also be extra instructional materials posted on Google Classroom. If you need help please email or call Miss E Mac or Mrs. Adkins. Have a great week!

www.classroom.google.com

Google account username: firstname.lastname@stu.spencer.kyschools.us

Google account password: school password, which for most is:

Four digit lunch number, first three letters of your last name with the first letter capitalized, followed by the last 2 digits of the year you were born. Example: 1234Mcg06

Erica.mcgaughey@spencer.kyschools.us

Emily.adkins@spencer.kyschools.us

Class website: scmsscience.weebly.com

Phone: 502-477-3260

Science Class Join Codes		
Class Period	Miss E Mac's Join Code	Mrs. Adkins' Join Code
1st Period	**ux2eiqh**	**6dqf5je**
3rd Period	**auucuuw**	**hz4e3so**
4th Period	**rbflitn**	**63e6kab**
7th Period	**xoeejzs**	**qla26zk**

Assignment #1- Sexual Selection & Parental Care Notes

Begin by reading through "NTI Sexual Selection & Parental Care Slide for Notes". There is an audio version available on Google Classroom where I teach the information in the slides. You might find this more informative than just reading through the slides on your own. As you go through the slides you will need to fill in the missing blanks in the "NTI Sexual Selection & Parental Care Notes" page. To receive a grade for this assignment the reading notes must be completed. All of these items can also be accessed from Google Classroom. **If you complete the assignment online you do NOT need to complete a paper version of the questions.** Please make sure your name is on all papers you turn in at school.

Assignment #2- Sexual Selection & Parental Care Quiz

Use the information you learned from assignment #1 to answer the questions provided on the "**Assignment #2: Sexual Selection & Parental Care Quiz**". MAKE SURE YOU HAVE COMPLETED ASSIGNMENT #1 BEFORE COMPLETING THIS QUIZ! If you complete the paper version of the quiz **YOUR ANSWERS FOR QUESTIONS 1-11 SHOULD BE BUBBLED ON THE ZIP GRADE FORM**. **If you complete the assignment online you do NOT need to complete a paper version of the questions.** Please make sure your name is on all papers you turn in at school.

OPTIONAL: Science Documentary

If you have Netflix you can watch a documentary called **"Dancing with the Birds".** In this documentary you will learn more about mate choice in birds.

Keep @ Home

New Unit: Reproduction & Growth of Organisms

You are now beginning your final unit of study for 7th grade science.

In this unit you will learn about the adaptations & behaviors of plants & animals that help them to grow, survive, & reproduce. Over the course of this unit you will learn about how animals increase their chances of reproducing, how animals provide care for their offspring, & how plants have adaptations to help them be pollinated & disperse their seeds.

Sexual Selection & Parental Care

Directions: Use these slides to fill in your reading notes.

Sexual selection

- Changes in species arise through natural selection.
- Natural Selection– a process where organisms that are better adapted to their environment tend to survive and produce more offspring.
- The individuals that survive and reproduce are those with characteristics that give them an advantage over others.
- One kind of natural selection is sexual selection.
- There are two main types of sexual selection – mate choice and competition for mates.

Scarlet macaw

Mate choice

- In some species females choose males to mate with.
- Females prefer males with better "ornaments".
- Ornament- a structure of an animal that appears to serve a decorative function rather than a practical function.
- Ornaments are used in displays to attract mates.
- This has led to males having evolved bigger and better ornaments.
- Examples of ornaments include bright colors and extravagent plumage (feathery covering of a bird).

Male Indian peafowl displaying his ornaments.

Greater Bird of Paradise

The male Greater Bird of Paradise (right) has brightly colored feathers, which are an ornament that will help him be selected by a female for mating. The female Greater Bird of Paradise (left) doesn't have ornaments, because she is the one who selects the mate. In addition, not having ornaments also helps her to better hide herself & her offspring from predators.

Competition for Mates

- In some species males fight other males for females.
- Males have evolved secondary sexual characteristics also known as weapons.
- Examples of weapons include horns and antlers used for fighting.
- Males with bigger and better weapons 'win' more females so weapons have evolved to become bigger and better over time.

Male Nubian ibex with large horns (weapon)

Keep @ Home

Reindeer

Reindeer bulls fight for females during the rut using their antlers – their weapon. This is an example of competition for males.

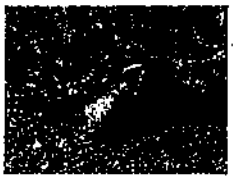
Parental Care

- Once reproduction has occurred in order for it to be **successful** it is important that the new offspring reach adulthood. To increase these odds many species provide Parental Care to their offspring.
- **Parental Care**– any behaviors on the part of either or both parents that help their offspring survive.
- In most species of **birds** and **mammals**, one or both parents care for their offspring.
- In many birds, parental care includes building a **nest** & feeding the young.
- Parental care generally is the longest & most complex in **mammals**.
- Parental care in mammals always involves the mother feeding **milk** to the young & teaching the young important **skills** that they will need for survival.

This penguin is protecting her chick and will continue to do so until the chick is able to protect itself.

Killdeer

Killdeers have an interesting way of protecting their chicks. When a predator gets too close to her nest, a mother killdeer pretends to have a broken wing. The mother walks away from the nest holding her wing as though it were injured (Figure to the right). The predator thinks she is injured and will be easy prey. The mother leads the predator away from the nest and then flies away.



Meerkat

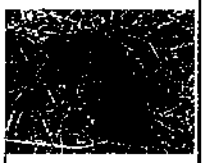
Meerkat adults teach their pups how to eat scorpions. They show the pups how to safely handle the poisonous insects and how to remove the stingers.

Parental Care

- When parental care occurs in a species, it is most often provided by the **mother.**
- In some species **both** parents may be involved, or just the father may be involved.
- The parent that provides parental care tends to vary based on the type of **mating system** for that species.

Type of Mating System	Parent that Provides Parental Care
Monogamous (1 mate at a time)	Normally both parents
1 Female mates with 2 or more Males	Males
1 Male mates with 2 or more Females	Females

- There are many species that leave their young prior to birth & **do not** provide any parental care.



Voles are small, mouse like rodents, some of which have monogamous mating systems. The male and female shown here belong to a monogamous pair-bond. Both the male and female provide parental care for their offspring.

Turn In

Name: _____ **Sexual Selection & Parental Care** **Science Teacher (Circle): E. Mac OR Adkins**

Directions: Please fill in the missing blanks using the slides provided.

Sexual Selection

- Changes in species arise through natural selection.
- _____-- a process where organisms that are better adapted to their environment tend to survive and produce more offspring.
- The individuals that survive and reproduce are those with characteristics that give them an advantage over others.
- One kind of natural selection is _____.
- There are two main types of sexual selection – _____ and _____.

Mate Choice

- In some species _____ choose males to mate with.
- Females prefer males with better "_____".
- Ornament- a structure of an animal that appears to serve a _____ function rather than a practical function.
- Ornaments are used in displays to attract _____.
- This has led to males having evolved bigger and better ornaments.
- Examples of ornaments include bright colors and extravagant plumage.

Competition for Mates

- In some species males _____ other males for females.
- Males have evolved secondary sexual characteristics also known as _____.

Turn In

- Examples of weapons include horns and antlers used for fighting.
- Males with bigger and better weapons 'win' more females so weapons have evolved to become bigger and better over time.

Parental Care

- Once reproduction has occurred in order for it to be _____ it is important that the new offspring reach adulthood. To increase these odds many species provide Parental Care to their offspring.
- _____-- any behaviors on the part of either or both parents that help their offspring survive.
- In most species of _____ and _____, one or both parents care for their offspring.
- In many birds, parental care includes building a _____ & feeding the young.
- Parental care generally is the longest & most complex in _____.
- Parental care in mammals always involves the mother feeding _____ to the young & teaching the young important _____that they will need for survival.
- When parental care occurs in a species, it is most often provided by the _____.
- In some species _____ parents may be involved, or just the father may be involved.
- The parent that provides parental care tends to vary based on the type of _____for that species.

Type of Mating System	Parent that Provides Parental Care
Monogamous (1 mate at a time)	Normally both parents
1 Female mates with 2 or more Males	Males
1 Male mates with 2 or more Females	Females

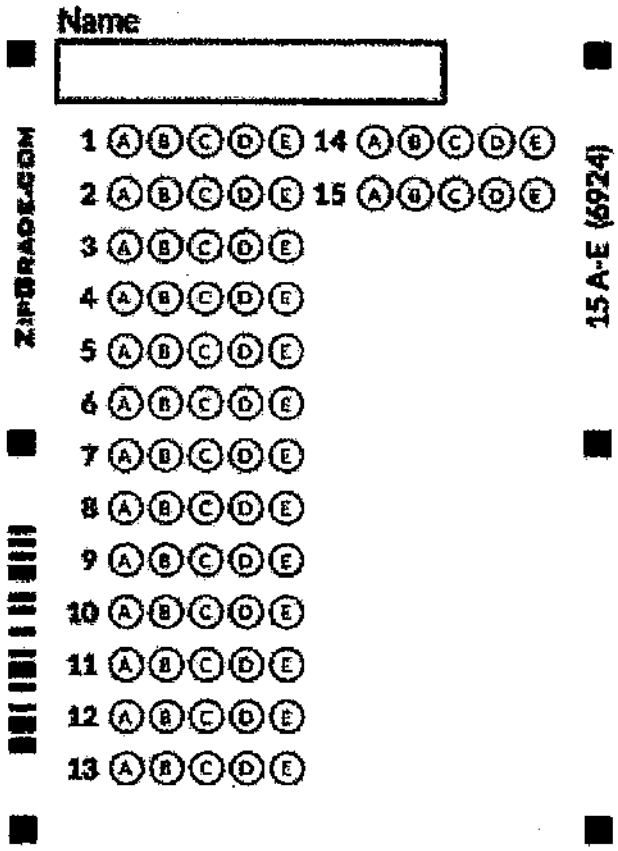
- There are many species that leave their young prior to birth & _____ provide any parental care.

lum In

Name: _____ **Science Teacher (circle one): EMAC ADKINS**

Assignment #2: Sexual Selection & Parental Care Quiz

Use the information you learned from assignment #1 to answer the following questions. You only need to complete this paper copy OR the online version of the quiz, NOT BOTH. **YOUR ANSWERS FOR QUESTIONS 1-11 SHOULD BE BUBBLED ON THE ZIP GRADE FORM.**



1. Parental Care is...
   a. A process where organisms that are better adapted to their environment tend to survive and produce more offspring.
   b. A structure of an animal that appears to serve a decorative function rather than a practical function.
   c. Any behaviors on the part of either or both parents that help their offspring survive.
   d. A structure of an animal that is used during fighting.

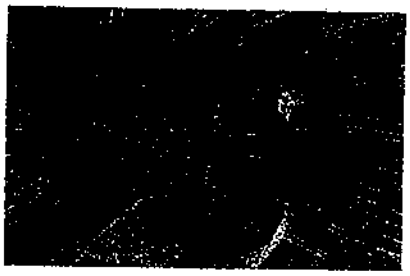
2. Natural Selection is...
   a. A process where organisms that are better adapted to their environment tend to survive and produce more offspring.
   b. A structure of an animal that appears to serve a decorative function rather than a practical function.
   c. Any behaviors on the part of either or both parents that help their offspring survive.
   d. A structure of an animal that is used during fighting.

3. An ornament is...
   a. A process where organisms that are better adapted to their environment tend to survive and produce more offspring.
   b. A structure of an animal that appears to serve a decorative function rather than a practical function.
   c. Any behaviors on the part of either or both parents that help their offspring survive.
   d. A structure of an animal that is used during fighting.

4. A weapon is...
   a. A process where organisms that are better adapted to their environment tend to survive and produce more offspring.
   b. A structure of an animal that appears to serve a decorative function rather than a practical function.
   c. Any behaviors on the part of either or both parents that help their offspring survive.
   d. A structure of an animal that is used during fighting.

Turn In

5. In peafowl, males normally exhibit long tail feathers that are elaborately decorated. In addition, they also choreograph dance routines to perform for females. These traits and behaviors are needed due to a type of sexual selection called...
   a. Mate Competition
   b. Environmental Factors
   c. Mate Choice
   d. Animal Weapons



6. For the following question select **all answers that apply.** Some males develop weapons to increase their chances of reproducing. Which of the following organisms below <u>best</u> exhibits a weapon that is used in mate competition?

A  deer	B  rabbit
C  ibex	D  moose

7. Which of the following are examples of an animal's ornament?
   a. Brightly colored feathers
   b. Long Tusks
   c. Sharp Horns
   d. Large Antlers

8. Based on the image of the Elk, what type of sexual selection is taking place?
   a. Mate Choice
   b. Competition for Mates

TURN IN

9. For the following question select **all answers that apply.** Which of the following are examples of parental care?

   a. Nest building

   b. Feeding young milk

   c. Teaching offspring important skills

10. Which of the following animals have an ornament?

 A. Male Greater Bird of Paradise	 B. Male Elephant

11. What specific example of Parental Care do ALL mammals provide to their offspring?

   a. They teach their offspring how to fly.
   b. They teach their offspring how to eat scorpions safely.
   c. The build nests.
   d. They feed their offspring milk.

7th Grade Science Assignments Week 6: April 27 - May 1

Keep page @ Home

Hello Students,

This week you will begin studying about the Growth & Reproduction of Organisms. You may complete your assignments by completing the paper copies contained in this packet. The finished papers can be dropped off at school or emailed to your teacher. You can also submit your work through Google Classroom.There will also be extra instructional materials posted on Google Classroom. If you need help please email or call Miss E Mac or Mrs. Adkins. Have a great week!

www.classroom.google.com

Google account username: firstname.lastname@stu.spencer.kyschools.us

Google account password: school password, which for most is:

Four digit lunch number, first three letters of your last name with the first letter capitalized, followed by the last 2 digits of the year you were born. Example: 1234Mcg06

Erica.mcgaughey@spencer.kyschools.us

Emily.adkins@spencer.kyschools.us

Class website: scmsscience.weebly.com

Phone: 502-477-3260

Science Class Join Codes		
Class Period	Miss E Mac's Join Code	Mrs. Adkins' Join Code
1st Period	**ux2eiqh**	**6dqf5je**
3rd Period	**auucuuw**	**hz4e3so**
4th Period	**rbflitn**	**63e6kab**
7th Period	**xoeejzs**	**qla26zk**

Assignment #1- Seed Dispersal Article and Notes

Begin by reading through "Seeds on the Move - Seed Dispersal". There is an audio version available on Google Classroom. After reading the article, fill out the Seed Dispersal Techniques chart and answer the HOT question. To receive a grade for this assignment the Seed Dispersal Techniques chart needs to be filled out explaining how a plant uses each seed dispersal technique, and the HOT question needs to be answered using complete sentences. All of these items can also be accessed from Google Classroom. **If you complete the assignment online you do NOT need to complete a paper version of the questions.** Please make sure your name is on all papers you turn in at school.

Assignment #2- Seed Dispersal Examples Quiz

Use the information you learned from assignment #1 to answer the questions provided on the "**Seed Dispersal Examples Quiz**". MAKE SURE YOU HAVE COMPLETED ASSIGNMENT #1 BEFORE COMPLETING THIS QUIZ! If you complete the paper version of the quiz **YOUR ANSWERS FOR QUESTIONS 1-15 SHOULD BE BUBBLED ON THE ZIP GRADE FORM**. **If you complete the assignment online you do NOT need to complete a paper version of the questions.** Please make sure your name is on all papers you turn in at school.

Name: Keep page Science Teacher (Circle): E. Mac OR Adkins

SEEDS ON THE MOVE – SEED DISPERSAL

In the northern hemisphere, September is the time for launching offspring in the world. Plants do this in the form of seeds—a whole new generation of green wrapped up in unassuming packages. In order for plants to send their offspring into the world they first have to have seeds. So where do seeds come from?

Pollination

Seeds are the result of plants reproducing through pollination. During pollination, a pollinator (such as a bee, bird, bat, or butterfly) in search of food visits a plant. The plant has nectar, a food source, tucked away in its blossom. While crawling around the blossom looking for nectar, the pollinator rubs against the pollen, which becomes attached to different parts of the pollinator's body. A plant's pollen is essentially the male sex cell of the plant. In order for seeds to be made the pollen must reach the female sex cell of the plant. When the pollinator visits another blossom, it transfers the pollen grains from its body onto a purposefully placed stigma. After it reaches the stigma, the pollen grain grows a tiny pollen tube down the style and into an egg-filled ovary (female part of the plant). Eventually, the pollen and the egg form a seed. In order for pollination to occur plants must attract pollinators to stop by for a visit. Plants use various techniques to attract their specific animal partners:

- The petal of flowers may serve as a landing platform for a visiting insect.
- A flower's scent, or aroma, must appeal to its pollinator.
- Plant structures are designed to attract specific pollinating partners.
- Plants use colors to attract their ideal animal pollinators. Animals pollinate more than three-fourths of the staple crop plants that people eat. Scientists estimate that one out of every three bites of food we take is the result of a successful animal-plant pollination system.

Once the seeds have been made, plants now need to send them out into the world. Unfortunately, plants have one distinct disadvantage compared to humans and other animals. They can't move from their appointed spot on the planet. So, how to launch Jr. into the world with no feet, fins, or scales, let alone wheels? With pretty creative solutions, as it turns out.

Gravity

Plants have five primary mechanisms for moving their seeds. Some plants simply let their seeds fall to the ground. For annuals (plants that live only one season), this method works fine. The parent won't be around to compete with the offspring. However, for plants that do survive more than one season (perennials/shrubs/trees), having Jr. growing at your

Keep page

feet and competing with you for resources is not a good plan. Now to solve this problem? Come up with a better way to launch your seeds.

Animals

One way to send seeds far from the parent is to have them hitch a ride. Plants using this method often have seeds covered with barbs or sticky mucous, perfect for attaching to unsuspecting passers-by. Some seeds, particularly those surrounded by tasty fruit, hitch a ride in the digestive systems of animals. Hard coatings allow them to pass through and emerge at the other end relatively unscathed.

Animals are also participants in a two-part arrangement that some plants have developed. For example, most nut trees simply allow their seeds to drop to the ground. The seeds are then carted away by squirrels, jays, and other animals. Some are eaten; others are forgotten. The misplaced seeds are able to grow into mature plants away from the parent.

Air

Anyone who has made a wish on a dandelion flower has seen wind dispersal in action. The variety of designs plants have developed to harness the wind is staggering. There are maple keys that spin and fly, cottonwood seeds that float gently, and dandelion seeds that fly along like tiny parachutes. If the wind is right, seeds from these plants can travel hundreds of miles. It's a big gamble though. Most seeds don't fall in suitable growing locations. This is why plants that use wind dispersal produce so many seeds.

Other plants depend on the wind in different ways. Poppy seeds, for example, can hardly be called aerodynamic, but these plants still depend on the wind. "Salt-and-pepper-shaker" style pods keep the seeds from falling directly below the parent plant. When the wind kicks up, the plant's long, slender stalks gracefully bow in the wind, tipping the shakers and depositing the seeds.

Water

Plants in riparian/beach areas often employ water to move their offspring. These plants produce seeds that float. Water carries them away—hopefully to a suitable growing location. This dispersal method explains how remote islands have vegetation similar to land masses hundreds of miles away.

Mechanical

Probably the most entertaining of seed dispersal methods is mechanical. Some plants have developed the ability to "launch" their seeds away from the parent plant. These plants build up tension in their tissue, much like a catapult stores energy in a taut rope. At just the right moment, the tension is released and the seeds are flung. What a way to send off the kids!

Seed Dispersal Techniques

Directions: Fill in the following boxes with a description of how a plant may use that type of dispersal technique to spread seeds.

Turn in Name! _____

Type of Seed Dispersal	How does a plant use this type of dispersal technique to spread seeds?
Gravity	
Animals	
Air	
Water	
Mechanical	

HOT Question: Why is it important for plants to have specialized seed dispersal adaptations?

_____

_____

_____

_____

_____

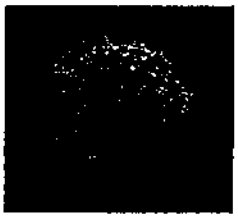
Turn IN

Name: _____ **Science Teacher (Circle): E. Mac OR Adkins**

Seed Dispersal Examples Quiz

You only need to complete this paper copy OR the online version of the quiz, NOT BOTH. **YOUR ANSWERS FOR QUESTIONS 1-15 SHOULD BE BUBBLED ON THE ZIP GRADE FORM.**

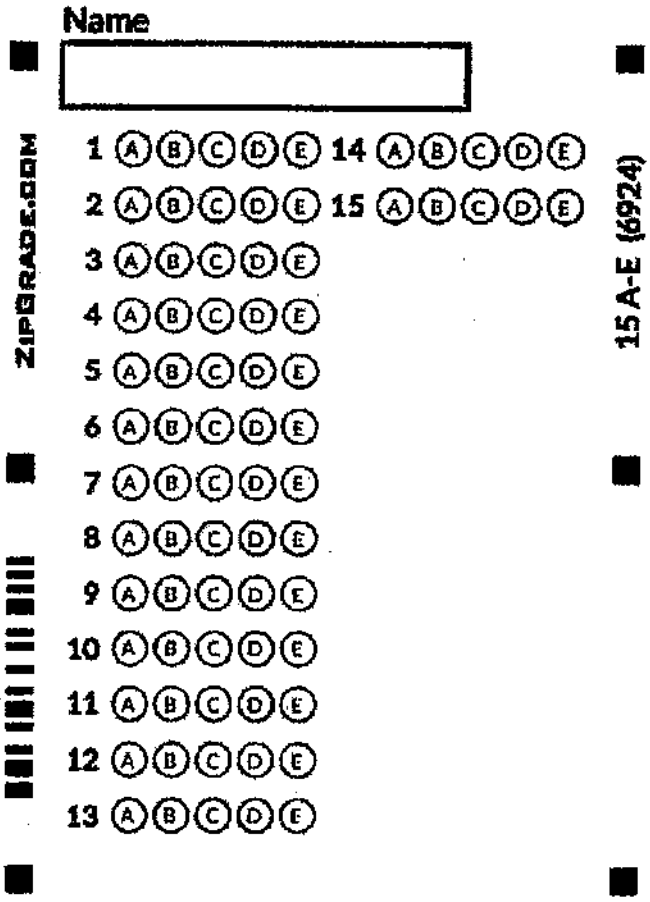
1. A dandelion is an example of a plant that relies on seed dispersal. The seeds of a dandelion plant are lightweight and have a "parachute" shape. Which type of seed dispersal technique does a dandelion rely on?



a. Mechanical
b. Animal
c. Water
d. Air

2. A plant that grows on a beach would <u>most likely</u> use which seed dispersal technique?

a. Mechanical
b. Animal
c. Water
d. Air



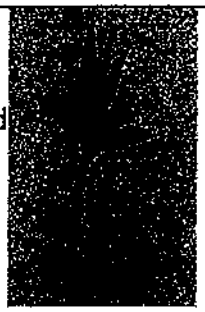
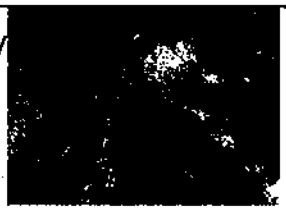
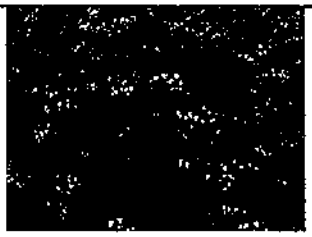
3. Plant species have specific adaptations that allow them to successfully disperse their seeds. Why is seed dispersal important to plant reproduction?

a. It allows pollen to reach the ovule.
b. It helps seeds to stay close to the parent for protection.
c. It allows seeds to be spread over an area to reduce competition.
d. It enables the plants to begin producing fruit.

Directions: Use the pictures and descriptions below to match the correct seed dispersal method to the seed.

Seed Dispersal Description and Picture	Type of Seed Dispersal used:
4. A Maple Tree seed is structured so that it has wings. What technique allows this seed to be dispersed? 	A. Gravity B. Air C. Animals D. Water E. Mechanical

lum IN

5. A Coconut seed contains an air sac to help make it buoyant/float. In addition it is a heavy seed with a hard outer covering. What technique allows this seed to be dispersed? 	A. Gravity B. Air C. Animals D. Water E. Mechanical
6. A Milkweed seed is fluffy and lightweight. What technique allows this seed to be dispersed? 	A. Gravity B. Air C. Animals D. Water E. Mechanical
7. A Cranberry is a fruit that contains an air sac to help make it buoyant/float. What technique allows this seed to be dispersed? 	A. Gravity B. Air C. Animals D. Water E. Mechanical
8. A Cottonwood seed is fluffy and lightweight. What technique allows this seed to be dispersed? 	A. Gravity B. Air C. Animals D. Water E. Mechanical
9. A Manzanita plant has adapted to have brightly colored fruit. What technique allows this seed to be dispersed? 	A. Gravity B. Air C. Animals D. Water E. Mechanical
10. The berries from a Dogwood Tree have adapted to have brightly colored fruit. What technique allows this seed to be dispersed? 	A. Gravity B. Air C. Animals D. Water E. Mechanical
	Continue to next page→

Turn IN

11. Passion fruit is normally round to oval shaped and has a firm outer covering. What technique allows this seed to be dispersed? 	A. Gravity B. Air C. Animals D. Water E. Mechanical
12. A Cocklebur seed is adapted to be covered in stiff, hooked spines. What technique allows this seed to be dispersed? 	A. Gravity B. Air C. Animals D. Water E. Mechanical
13. A Lupine plant has seeds that are contained in pods. When the pods dry out they burst open. What technique allows this seed to be dispersed? 	A. Gravity B. Air C. Animals D. Water E. Mechanical
14. A Beggar Tick seed is adapted to contain two sharp barbs projected from the end. What technique allows this seed to be dispersed? 	A. Gravity B. Air C. Animals D. Water E. Mechanical
15. The Oxalis Plant has seeds that are contained in pods. These pods are able to explode. What technique allows this seed to be dispersed? 	A. Gravity B. Air C. Animals D. Water E. Mechanical

NOUNT TURN IN

7th Grade Social Studies Instructions: Week 5 4/20-4/24

If you do your work online, no paper needs to be submitted. We will be utilizing online submission and google forms. If you choose to do your work on paper, please return your packet to school when you are finished.

Contact Information:

Susanne Krause: Susanne.Krause@spencer.kyschools.us

Ashley McGaughey "A Mac": Ashley.McGaughey2@spencer.kyschools.us

www.scmshistory7.weebly.com <u>Click on the NTI Weeks 5-? Tab</u>

If you do have the internet you can do everything digitally- no paper needs to be turned in.

Lesson	Lesson Directions
1	**Middle Ages Vocabulary Practice:** 1. Read through the list of vocabulary words for the Middle Ages unit on our webpage. You may also use the quizlet flashcards for practice on our webpage 2. Then, use the GimKit link under Week 5 Lesson 4 to play the game. Please use your **<u>real name</u>** so I can give you credit. **OR If you do not have the internet please do the following assignment,** use the attached vocabulary list to complete the Frayer Model worksheet for 2 words of your choice
2	**Life After Rome Part 1** 1. Go to our website and watch the lesson video for "Life After Rome Part 1." You may want to take some notes as you watch to help you remember the material. You can pause the video to give yourself time to write. **These do not need to be turned in.** 2. Watch the Charlemagne video clip 3. Click on the button for the Week 5 Lesson 1 Google Form. Complete & submit the form. **OR If you do not have the internet,** read the "Life After Rome Part 1" document in this packet and answer the questions on the Week 5 Answer sheet.
3	**Vikings** 1. Read the Vikings article posted under Week 5 Lesson 3. 2. Click on the link to National Geographic and watch the video. 3. Then, watch the Horrible Histories video on our site. 4. Finally, post a comment on the embedded Padlet about the most interesting thing you learned about the Vikings. Be sure to read the other comments from your peers. **OR If you do not have the internet,** read the Vikings article and answer the questions on the Week 5 Answer sheet.
4	**Life After Rome Part 2** 1. Go to our website and watch the lesson for "Life After Rome Part 2." Again, you may want to take some notes (these do not need to be turned in). 2. Click on the TED-ED link under Week 5 Lesson 4 and learn about the Norman influence on the history of Europe. After you watch the clip, click on the Think tab on the right to answer some questions. Optional: Check out the Dig Deeper tab. **OR If you do not have the internet,** read the "Life After Rome Part 2" document in this packet and answer the questions on the Week 5 Answer sheet.

Turn In

Name: _____ TURN IN

NTI Week 5 Answer Page: 7th Grade Social Studies

Directions: After completing the reading for each lesson, answer the multiple choice below.

Please fill in the Zipgrade for each Multiple Choice!!!

Only fill in this page if you DID NOT submit the Google forms online!

Lesson 2: Life After Rome Part 1

Name			
Date		Period	

	A	B	C	D	E		A	B	C	D	E
1						11					
2						12					
3						13					
4						14					
5						15					
6						16					
7						17					
8						18					
9						19					
10						20					

Get this form and more at ZipGrade.com

1. What is the name historians give to the time period that is like a "bridge" between the ancient and modern world?
   a. Roman Empire
   b. Middle Ages
   c. Neolithic Era
   d. Greco-Roman Period

2. What were some challenges people in the early Middle Ages faced?
   a. Competition between warring kingdoms
   b. No central army for protection
   c. Farming for survival
   d. All of the above

3. Who is the name of the leader who tried to re-create Rome?
   a. James
   b. Charlemagne
   c. William
   d. George

4. Please answer in complete sentences: Explain why survival may have been difficult after the fall of Rome.

_____

_____

_____

Lesson 3: Vikings

5. What region did Vikings come from?
   a. North America
   b. Scandinavia
   c. Iberian Peninsula
   d. Asia Minor

6. What does the word "Viking" mean in old Norse?
   a. To fish
   b. To build
   c. To hunt
   d. To raid

OVER

TURN IN

7. Which Viking leader and explorer traveled all the way to North America?
   a. Erik the Red
   b. Hagar the Proud
   c. Leif Eriksson
   d. Sven Redbeard

8. What were the name of the vessels the Vikings used to travel?
   a. Cruise Ships
   b. Longships
   c. Barges
   d. Fishing Trawler

Lesson 4: Life After Rome Part 2

9. What is the name of the social, economic, and political system that organized much of Europe during the Middle Ages?
   a. Social Pyramid
   b. Kings' Hierarchy
   c. Peasant Bill of Rights
   d. Feudalism

10. What is the name of the social class that would be granted land by the king for loyalty?
   a. Lords/Nobles
   b. Peasants
   c. Serfs
   d. Artisans

11. What is the name of the piece of land that lords and knights could be given?
   a. Monk
   b. Chivalry
   c. Fief
   d. Fife

12. What groups were considered the lowest classes under Feudalism?
   a. Kings and Lords
   b. Knights and Squires
   c. Pope and Priests
   d. Peasants and Serfs

13. Who invaded England in 1066 to try to take over the crown?
   a. Charlemagne
   b. William the Conqueror
   c. Clovis the Great
   d. Ghengis Khan

14. What battle was won by the Normans in 1066?
   a. Battle of Iwo Jima
   b. Battle of Normandy
   c. Battle of Hastings
   d. Battle of Bunker Hill

15. Did Feudalism do a good job of organizing society? Why or why not?

_____

_____

_____

_____

_____

_____

_____

Turn In. TURN IN

Vocab List on next page →

Name: _____

Middle Ages Vocabulary: Frayer Model

Directions: Choose two words from your vocab list. Put the words in the circles in the middle of each box. Use your definition page to help you complete the tasks in each square.

DEFINITION	PICTURE OR SYMBOL
SENTENCE USING WORD	WRITE THE WORD 5 TIMES

DEFINITION	PICTURE OR SYMBOL
SENTENCE USING WORD	WRITE THE WORD 5 TIMES

Keep this page @ Home

Middle Ages Vocabulary

Keep page

1. **Middle Ages:** the years between ancient history and modern times that lasted between 500 AD-1500 AD. A "bridge" between ancient and modern time.

2. **Medieval**: the Latin word for Middle Ages.

3. **Charlemagne:** Warrior King of the Franks (French); built a huge empire in Europe trying to re-make the Roman Empire.

4. **Vikings:** Invaders from Scandinavia who attacked and terrified European villages, later went on to settle throughout Europe and Russia.

5. **Feudalism:** a system of promises and loyalty between kings and lords for land for loyalty and soldiers, protection for work, etc.

6. **William the Conqueror:** Norman (French) Duke who believed he was the rightful king of England. Invaded England in 1066 and defeated Harold at the Battle of Hastings to become king.

7. **Lord (noble):** Gave loyalty and provided troops to Kings and Queens and were given land and power.

8. **Knights:** warriors who fought on horseback.

9. **Chivalry**: the Medieval Knight's code of ideal behavior, including bravery, loyalty, and respect for women.

10. **Fief:** land given to lords.

11. **Manor**: large estates/homes where most Lords and wealthier Knights lived.

12. **Peasants**: farmers who worked the land for the Lords.

13. **Serfs:** peasants who were not free.

14. **Roman Catholic Church**: The Christian church of the Middle Ages; center of medieval life and government.

15. **Guild**: organization of people in the same craft or trade, similar to today's unions.

OVER

16. **Crusades**: a long series of wars between Christians and Muslims in Southwest Asia over control of the Holy Land.

17. **Holy Land**: Present-day Israel; where Jesus was born and died. Important to Christians, Jews, and Muslims.

18. **Bubonic Plague**: a deadly contagious disease caused by bacteria and spread by fleas; killed approximately 30-50% of Europe's population.

19. **Magna Carta**: Great Charter; written agreement that limited the King's power and strengthened the rights of nobles; led to ideas on individual rights.

20. **Hundred Years' War**: A series of wars between France and England which changed the way wars were fought and shifted power to the common people; led to the end of Feudalism.

Keep this page

Life After Rome Part 1

Keep

I. The Middle Ages: Introduction

A. The Fall of the Roman Empire in 476 AD marks the beginning of the Middle Ages.

B. The Middle Ages are like a bridge that link the ancient world with the modern world.

C. The Middle Ages is divided into three periods.

1. The Early Middle Ages from 476-1000 AD, some call this the Dark Ages

2. The High Middle Ages from 1000-1300 AD

3. The Late Middle Ages from 1300-1450 AD

A. The Middle Ages

1. The Roman Empire unified much of Europe for about 500 years.

2. When Rome falls, life is dangerous and difficult!

a. There is no longer a central government. Invading barbarians set up many kingdoms and war with each other over territory→ the most powerful rulers are the ones with the most land and best warriors.

b. There is no longer a unified Roman army for protection. People have to protect themselves from barbarian tribes and nearby kingdoms.

c. People focus on survival→ Farming is once again the main economic activity because people have to eat!

d. This means that many of the advancements of the Greeks and Romans are forgotten. People don't have time to build great aqueducts or create works of art when survival is at risk.

◈ Pause & Think: What if all cell phones and technology stopped working?

II. Picking Up the Pieces

A. The Franks

1. One powerful group was the Franks who were eventually able to unify much of Europe after the Fall of Rome.

2. They lived in France (Franks...France...get it?)

3. They were successful because of their abilities in War.

a. They used heavily armored warriors on horseback called Knights.

b. In return for their loyalty and service, the rulers rewarded the Knights with land and privileges. This is called Feudalism (more on this later.)

B. Clovis

1. Clovis was an early leader of the Franks. He became king at age 15.

2. At age 20, he defeated the last remaining Roman army in Gaul (France).

3. Clovis led his people to Christianity. Keep
4. During his reign, Clovis expanded the borders of the kingdom.

C. Charlemagne

1. The most important leader of the Franks was Charlemagne, or Charles the Great.
2. He ruled for over 40 years, from 768-814. He was 6'4"!
3. He unified all the Christian lands in Europe into a single empire using the idea of Feudalism.
4. However, to do this he forced people to convert to Christianity...or die.
5. Even though he could not read, he encouraged education and culture.
6. He even had monks make copies of Greek and Roman writing, and set up schools.
7. He had help from the leader of the Church in Rome- the Pope, Leo III.
    1. The Roman Catholic Church was a huge part of society.
    2. In 800 AD, Pope Leo crowns Charlemagne Holy Roman Emperor. (trying to recreate Rome)
8. After Charlemagne dies, the weak rulers that follow cannot hold on to his kingdom, however the tradition of Feudalism lives on.

III. INVADERS!

A. From the year 800-900, Europe is threatened by 3 main groups: Muslims, Magyars, and Vikings.

B. Muslims

1. Followers of the religion of Islam
2. Advanced from the Middle East and Africa into Spain

C. Magyars

1. Central Asian people
2. Advanced from the East

D. Vikings

1. Fierce warriors who raided towns and villages
2. Advanced south from Norway and Denmark

Complete the questions on your Answer Sheet!

Keep @ Home

Middle Ages Vikings

Keep

Viking Ship by Tvilling

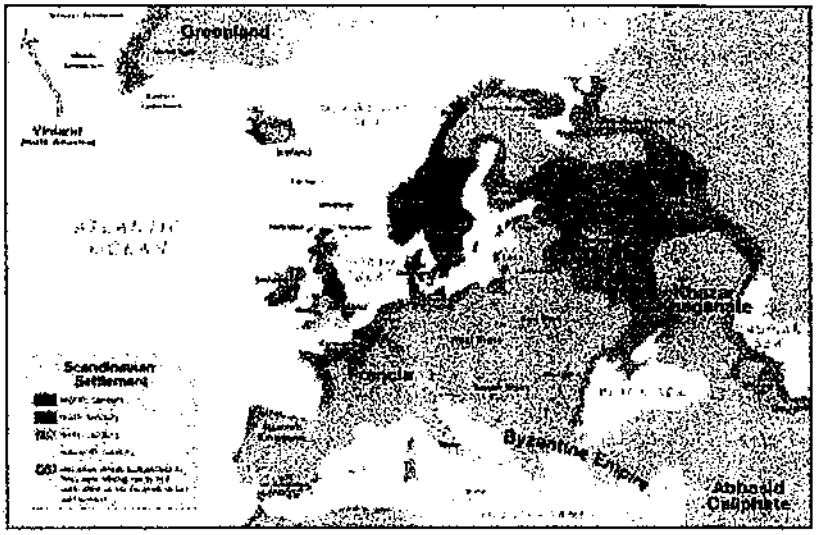
The Vikings were people who lived in Northern Europe during the Middle Ages. They originally settled the Scandinavian lands that are today the countries of Denmark, Sweden, and Norway. The Vikings played a major role in Northern Europe during the Middle Ages, especially during the Viking Age which was from 800 CE to 1066 CE.

Viking Raids

The word Viking actually means "to raid" in Old Norse. The Vikings would board their long ships and head across the waters to raid villages on the northern coast of Europe, including islands such as Great Britain. They first showed up in England to raid villages in 787 CE. The Vikings were known to attack defenseless monasteries when they raided. This got them a bad reputation as barbarians, but to the Vikings, monasteries were wealthy and undefended easy targets.

The Viking Age and Expansion into Europe

Eventually the Vikings began to settle in lands outside of Scandinavia. In the 9th century they settled portions of Great Britain, Germany, and Iceland. In the 10th century they moved into northeastern Europe including Russia. They also settled along the coast of northern France, where they established Normandy, which means "northmen".



Viking expansion during the Middle Ages by Max Naylor
Click to see larger view

By the start of the 11th century the Vikings were at the peak of their expansion. One Viking, Leif Eriksson, son of Erik the Red, actually made it to North America. He started a brief settlement in present day Canada. This was many hundreds of years before Columbus.

Defeat in Great Britain and the End of the Viking Age Keep

In 1066, the Vikings, led by King Harald Hardrada of Norway were defeated by the English and King Harold Godwinson. The loss of this battle is sometimes used to symbolize the end of the Viking Age. At this point the Vikings stopped expanding their territory and raiding became less frequent.

A major reason for the end of the Viking age was the coming of Christianity. With Scandinavia being converted to Christianity and becoming part of Christian Europe, the Vikings became more and more a part of mainland Europe. The identity and boundaries of the three countries Sweden, Denmark, and Norway began to form as well.

Viking Ships

Perhaps the Vikings were most famous for their ships. The Vikings made longships for exploration and raiding. Longships were long, narrow boats designed for speed. They were generally propelled using oars, but later had a sail to help out in windy conditions. Longships had a shallow draft, meaning they could float in shallow water, making them good for landing on beaches.

The Vikings also made cargo ships called knarr for trading. The knarr was wider and deeper than the longship so it could carry more cargo.

At the Viking Ship Museum in Roskilde, Denmark you can see five recovered Viking ships. You can also see how the Vikings built their ships. The Vikings used a ship building method called clinker building. They used long planks of wood that overlapped along the edges.

Fun Facts about Vikings

- Although Vikings are often depicted as wearing horned helmets, it is doubtful that they actually wore them into battle, instead using them in ceremonies.
- The Viking is the mascot for the NFL team in Minnesota.
- Some Vikings used huge 2-handed axes in battle. They could easily cut through a metal helmet or shield.
- Dublin, Ireland was founded by Viking raiders.
- Some Byzantine Emperors used Vikings for their personal guards.
- The world's oldest parliament was established by the Vikings in Iceland.

Complete the questions on your Answer Sheet!

Life After Rome Part 2 Keep @ Home

Keep

I. Feudalism- Establishing Order

A. What was Feudalism?

1. By the year 1000 AD, Europeans had developed the system of Feudalism.
2. Feudalism was an economic, political, and social system that organized society.
3. It was based on promises and loyalty between kings, lords, knights, and peasants.
4. Feudalism provided people with protection and safety by establishing a stable society.

B. How did it Work?

1. The King, also known as a monarch, owned all of the land in the kingdom. The Church owned other large areas of land.
2. The king kept some land for himself and gave fiefs, or grants of land, to his most important lords who became known as vassals.
3. In return for a fief, lords promised to supply a king with knights in times of war.
4. A lord, then granted smaller fiefs from his land to lesser lords and knights and made them his vassals.
5. At the bottom of the social system were peasants. They worked the lord's land in exchange for protection.
6. Some peasants, called serfs, were "tied" to the land they worked. They could not leave the lord's land, and had to farm in exchange for a small plot of land.

C. Feudalism comes to England

1. Monarchs became very powerful during the Middle Ages.
2. After Rome fell, several groups invaded and settled England.
3. By the Mid 1000's a Germanic tribe called the Saxons ruled it.
4. Drama…Drama…Drama
   a. The king at that time, Edward, was descended from both Saxon and Norman (French) families.
   b. He died without an adult heir to take over the throne.
   c. There was conflict about who should become king!
   d. William Duke of Normandy (France) believed he had the right to rule England because he had been King Edward's cousin.
   e. But…the English crowned his other cousin Harold!
   f. In 1066, William and his army invaded England.
   g. William defeats Harold at the Battle of Hastings. Harold gets shot in the eye with an arrow. ☹

5. William becomes known as William the Conqueror
   a. He becomes King of England and begins a line of Norman kings
   b. Supported by feudalism, William and later kings brought order to England.

Complete the questions on your Answer Sheet!

7th Grade Social Studies Instructions: Week 6 4/27-5/1

All Online work can be submitted through the Google Forms you will be completing this week. You do not need to send me pictures of anything.

If you choose to do your work on paper, please return your packet to school when you are finished.

Contact Information:

Susanne Krause: Susanne.Krause@spencer.kyschools.us

Ashley McGaughey "A Mac": Ashley.McGaughey2@spencer.kyschools.us

www.scmshistory7.weebly.com <u>Click on the NTI Weeks 5-7 Tab</u>

If you do have the internet you can do everything digitally- no paper needs to be turned in.

Lesson	Lesson Directions
1	**Feudalism** 1. Read the Feudalism Article posted under Week 6 Lesson 1 on our site 2. Watch the Khan Academy video posted 3. Click on the link for the Week 6 Lesson 1 Google Form. Answer the questions and submit the form. **OR If you do not have the internet,** read the Feudalism article and answer the questions on the Week 6 answer sheet.
2	**Popes and Kings** 1. Watch the video of Ms. A Mac reading about Popes and Kings or read the PDF. 2. Then click on the link for Week 6 Lesson 2 Google Form to review your learning. Use the article to help you answer the questions. **OR If you do not have the internet,** complete the "Conflict Between Popes and Kings" documents in your packet and answer the questions on your Week 6 answer sheet.
3	**Crusades Part 1** 1. Watch Crusades Part 1 lesson video. 2. Read the short Crusades article or follow along with Ms. A Mac reading it. 3. Use Week 6 Lesson 3 Google form to show your learning and submit the form. **OR If you do not have the internet,** read the Crusades Part 1 document in your packet and answer the questions on the Week 6 Answer Sheet.
4	**Crusades Part 2** 1. Watch the Crusades Part 2 lesson video. 2. Watch the Crusades Mankind Segment 3. Do the Week 6 Lesson 4 Google form to reflect on your learning. **OR If you do not have the internet,** read the Crusades Part 2 document in your packet and answer the questions on the Week 6 Answer sheet.

Turn In

Name: _____

Turn IN

NTI Week 6 Answer Page: 7th Grade Social Studies

Directions: After completing the reading for each lesson, answer the questions below.

Please fill in the Zipgrade for each Multiple Choice!!!

Only fill in this page if you DID NOT submit the Google forms online!

Lesson 1: Feudalism

Name			
Date		Period	

	A B C D E		A B C D E
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

Get this form and more at ZipGrade.com

1. What was Feudalism?
   a. A story about Romeo and Juliet
   b. A feud between the Hatfield and McCoy families
   c. A social, economic, and political system that organized society
   d. A 90's grunge rock band

2. Kings, Lords, _____, and Peasants were the main social classes under feudalism.
   a. Kings
   b. Lords
   c. Knights
   d. Peasants

3. What was the name of the oath of loyalty that vassals gave to their overlord?
   a. Fief
   b. Investiture
   c. Homage
   d. Monarch

4. Answer the following in complete sentences. Why would peasants be willing to give up some of their freedoms in feudalism?

_____

_____

_____

_____

Lesson 2: Popes and Kings

5. Who held the most power in the Middle Ages, the popes or kings?
   a. Pope
   b. Kings
   c. War lords
   d. It was not clear who held the most power

OVER

Turn In

6. What was the main conflict between popes and kings?
   a. Who chose whether to go to war
   b. Who chose the bishops
   c. Who collected taxes
   d. Who decided court cases

7. What does excommunication mean?
   a. Being kicked out of the church
   b. Stopping communication
   c. Building a castle
   d. Putting someone in jail

8. Where did King Henry IV wait to beg Pope Gregory VII for forgiveness?
   a. In jail
   b. In his castle
   c. In a church
   d. In the snow

Lesson 3: Crusades Part 1

9. What was the name of the holy wars between Christians and Muslims during the Middle Ages?
   a. Holy War
   b. Crusades
   c. War of Religions
   d. Battle of Pope Urban

10. What group of people first invaded the Holy Land to expand their empire and also threatened the Byzantine Empire?
    a. Huns
    b. Mongols
    c. Turks
    d. Franks

11. What is the main city in the Holy Land that is considered sacred to Christians, Jews, and Muslims?
    a. Jerusalem
    b. Mecca
    c. Medina
    d. Vatican City

Turn In

12. Answer in complete sentences. What were some of the specific reasons why Europeans decided to participate in the Crusades?

_____

_____

_____

_____

Lesson 4: Crusades Part 2: Answer in complete sentences.

13. One historian calls the Crusades, "a scar on humanity." What is your opinion of the Crusades?

_____

_____

_____

_____

_____

_____

14. What advice would you give to a Knight who is considering joining the Crusades? Should they go? Why or why not?

_____

_____

_____

_____

_____

_____

Keep @ Home

Keep

Feudalism

When Charlemagne's empire collapsed and the Vikings swarmed down from Scandinavia in the ninth and tenth centuries, the feudal system became the way of life throughout Europe. The need for protection and the owing of allegiance played important roles in this system.

Feudal society was organized like a pyramid. At the top was the king, who was supposed to be all powerful. In truth, however, the king often had no more power than the strongest noble depending on the size and wealth of their kingdom. Below the king were powerful lords such as princes, dukes, earls, and counts. Next in the hierarchy came barons and viscounts, followed by numerous lesser lords and knights. At the bottom of the pyramid were the common people. Most of these were serfs, or peasants bound to the soil. This meant that they were considered part of a lord's property.

A king or powerful noble who granted land to another lord was called an overlord. The lord who received the land then became the higher lord's vassal. Taking an oath of loyalty called homage, a vassal promised to supply his lord with knights or soldiers in times of combat and to perform other services. The land granted by one lord to another was called a fief. The ceremony that surrounded the granting of a fief was known as investiture.

The organization of feudal society as not simple. More often than not, land was divided and subdivided to the point that a lord may act as both a granter and receiver of land. In such cases, he would owe allegiance to a higher lord and demand allegiance from those below him. Furthermore, it was possible for a lesser lord or knight to receive land from several higher lords and owe allegiance to them all. Such arrangements created great confusion in times of combat.

The entire system of feudalism was supported by the serfs and peasants. In return for protection from invaders and roving bandits, peasants agreed to work a lord's land and give up certain freedoms. In addition to protection, serfs received several small plots of land which they used to raise livestock and grow crops for themselves, and farmed the lord's land to provide crops for him and his family.

 Keep @ Home

44. Conflict Between Kings and Popes

A [1]Before the Middle Ages, popes were viewed as the primary force of religious inspiration and social leadership in Western Europe. [2]It was not always clear who held more political power, the pope or the kings of Western Europe.

B [3]The main battle between popes and kings was over the power of investiture: the power to seat (choose) bishops. [4]During the Middle Ages, bishops not only were in charge of priests in a diocese (a bishop's territory), but they also acted as lords, owning land and commanding armies. [5]Whoever controlled the allegiance (loyalty) of the bishops ruled the kingdom.

C [6]The king had the power of the army. [7]Some kings, including Charlemagne, used the army to protect the pope. [8]He saved Pope Leo III from enemies in 799. [9]Other kings used this power to control the Church. [10]For example, English King Henry II had his knights kill an archbishop.

D [11]The popes had the power of excommunication and interdiction. [12]To excommunicate someone meant to kick him or her out of the Roman Catholic Church. [13]Medieval Christians viewed excommunication as a ticket to eternal damnation. [14]When a pope placed an interdict on a country or territory, it meant the people could not receive the sacraments. [14]The people could not baptize children, marry, bury the dead, or receive the sacred bread and wine. [15]To the medieval mind this meant separation from their God.

E [16]This battle for power continued in Western Europe throughout the Middle Ages. [17]Holy Roman Emperor Charlemagne (ruled 768-814) believed that God had made him emperor and his duty was to help the Roman Catholic Church. [18]Pope Leo III (795-816) believed the Church had made Charlemagne emperor and he was, therefore, was subservient to the Church.

Charlemagne saves Pope Leo III	Pope declares supreme authority over church and secular leaders	Pope excludes Henry IV	King Henry II [illegible] Becket

Keep @ Home

The Crusades Part 1

Keep

Lesson Notes

I. Events Leading Up to the Crusades

A. The Crusades were a series of religious wars between Muslims and European Christians.

B. The Seljuk Turks establish a new Muslim dynasty in the Middle East.

1. The Turks were people from central Asia who migrated into Muslim lands.

2. They were eager to expand their territory and conquered Syria, Palestine, and parts of the Byzantine Empire.

3. This expansion made Christians in Europe very worried for Christians in the east, the Byzantine Empire, and for the Holy Land.

4. The Holy Land is the area between Egypt and Syria which was the ancient home of the Jews and the place where Jesus Christ had lived.

a. The heart of the Holy Land was the city of Jerusalem.

b. Jerusalem is sacred to Jews, Christians, and Muslims.

i. Jews- spiritual capital of the Jews, where parts of their great temple still stand

ii. Christians- city where Jesus was crucified and raised from the dead

iii. Muslims-the place where Muhammad rose to heaven

5. For many years, under Arab Muslim rule, all three groups lived together peacefully most of the time.

6. After the Seljuk Turks took over political uncertainty made travel unsafe for a while.

7. Rumors were spread to Europe that it was no longer safe for Christians to travel to the Holy Land, which caused people to be afraid they would no longer be able to visit Jerusalem.

II. The Crusades Begin

A. Action and Reaction

1. By 1095, the Seljuk were within 100 miles of Constantinople.

2. The Emperor of the Byzantine Empire calls on Pope Urban II for help.

3. The pope called a meeting of nobles and church leaders in Clermont, France.

a. Pope Urban calls for a Crusade to drive the Muslims back and reclaim Jerusalem.

b. He promises entry to heaven to all who join the fight. (note- this is not in the holy book of the Christians, this is his idea)

4. French nobles organize armies. Knights, townspeople, craftsmen, and peasants join in.

5. Reasons Why

Keep

a. Many Christians believed in the importance of listening to the Pope and saving Christians in the east.

Keep

b. Some people joined the Crusades for other reasons-

i. "Free pass to heaven" promised by the Pope regardless of the sins committed

ii. Merchants saw the chance to earn money through trade.

iii. Younger sons of nobles hoped to gain estates in the Holy Land

B. The Crusades

1. The First Crusade 1096-1099: Horrible violence is committed. Crusaders take Jerusalem, massacre Muslims and Jews, and sell survivors into slavery. Most Crusaders go home.

2. The Second Crusade 1146-1148: Muslims begin to unify. Crusaders come back and fail epically. Muslim leader Saladin creates a Muslim empire and leads a renewed fight against the Crusaders. Saladin takes back much of the Holy Land and recaptures Jerusalem. He does not kill his prisoners, but frees them, ransoms them, or sells them into slavery.

3. The Third Crusade 1189-1192: Losing Jerusalem shocks the Europeans and sparked the Third Crusade led by King Richard I of England. Eventually, Saladin and King Richard sign a peace treaty allowing Crusaders to keep a few cities and have safe passage for Christian pilgrims to Jerusalem.

4. Later Crusades: Crusades continue for 100 more years- most are epic failures for Europeans. In 1212, tens of thousands of French and German peasant children marched in a "Children's Crusade." Few reach the Holy Land, while many die along the way, or are sold into slavery by merchants. Most disappear without a trace.

5. Reconquista and Spanish Inquisition: Wars launched by Christians against Muslims in Spain begin years of persecution of Jews and Muslims living in Spain. Anyone suspected of crimes against the Catholic Church are arrested and sometimes tortured. Non-Catholics are "expelled" from Spain permanently in 1492 by Queen Isabella and King Ferdinand.

III. The Mongol Invasion

A. Changes in Asia

1. While the Crusades are going on in the Middle East, Muslims faced the great threat of the Mongols!
2. The Mongols were a nomadic people originally from the north of China (today Mongolia).
3. Led by Genghis Khan, they began wars of conquest.
4. The Mongols swept across Asia, destroying cities and farmland, and slaughtering or enslaving thousands of Muslims and other Asians, to create an empire that stretched across Asia.
5. The Mongol Empire was one of the largest the world had even seen and lasted into the 1300s.

Keep

The Crusades Part 2 Keep

Beginning in 1096, a series of religious wars between Christians and Muslims began that would result in the end of feudalism and change European life forever. These wars were the Crusades.

In the eleventh century, invaders known as the Seljuk Turks conquered the Holy Land (known also as Palestine) and threatened to take Constantinople, the capital of the Byzantine or Eastern Roman Empire which served as the center of the Eastern Orthodox Church. The Byzantine emperor immediately appealed to Pope Urban II in Rome for military aid. Pope Urban was the leader of the Roman Catholic Church, the church of western Europe. The Pope was sympathetic to the plea, especially since Christians making pilgrimages (holy journeys) to the place of Jesus' birth were being persecuted by the Turks. At a meeting held in Clermont, France, in 1095, Pope Urban II called for a crusade (holy war) to recapture the Holy Land from the Muslims.

The response to the Pope's plea was overwhelming. Lords and knights volunteered for a variety of reasons such as: religious belief, the desire for adventure and glory, and the hope of obtaining land and riches. Prisoners and serfs were granted freedom in return for military service. Merchants, people who traded and sold goods, participated because they were motivated by the possibilities of increased trade and profit.

Even children played a part in the crusades. There were two Children's Crusades in 1212. Thousands of children set out from France, while another group departed from what is now Germany. Neither Children's Crusade was successful.

From 1096 to 1291, there were eight major Crusades. Although the crusades failed to gain permanent control of the Holy Land, they succeeded in gaining safe passage for Christians who went on pilgrimages to the Holy Land. Unfortunately, these conflicts led to the deaths of approximately 1 million people and problems between different religious and ethnic groups that are still felt to this day.

Keep

Week 5 Language Arts Instruction Sheet

- If you **DO** have internet access, please join either Mrs. Hahn or Mrs. Jacobson's Google Classroom using the codes below!

Mrs. Hahn	Mrs. Jacobson
1st Period: **zax2ksb**	1st Period: **h4aeebx**
3rd Period: **n7532ra**	3rd Period: **ceicteq**
4th Period: **3o4uezc**	4th Period: **2mnwvd6**
7th Period: **gmemwth**	7th Period: **ispgara**

- If you **DO NOT** have internet access, you will be required to turn in assignments to the person/people who deliver packets and food to your home.
  - All assignments will be picked up the following Monday for now, so you will have time to get all of your work completed using the book you checked out with either Mrs. Hahn or Mrs. Jacobson before we left school.
  - If you were absent from school when Mrs. Hahn and Mrs. Jacobson passed out books, and you need a copy of the book because you do not have internet access, please call the school and let someone know.

THIS WEEK'S ASSIGNMENT for EVERYONE:

- **This week, your assignment is to read pages 183-220 in *Tangerine*.**
- Also, you will add to the ***Character Chart*** assignment for each character as well as complete the ***comprehension quiz*** for this portion of the book.
- The **only item you will turn in this week is the quiz**, you will keep the Character Chart until the end of the book.

As always, if you have any questions PLEASE email us (info on front of packet) or call the school!!

Keep

Week 6 Language Arts Instruction Sheet

- If you **DO** have internet access, please join either Mrs. Hahn or Mrs. Jacobson's Google Classroom using the codes below!

Mrs. Hahn	Mrs. Jacobson
1st Period: **zax2ksb**	1st Period: **h4aeebx**
3rd Period: **n7532ra**	3rd Period: **ceicteq**
4th Period: **3o4uezc**	4th Period: **2mnwvd6**
7th Period: **gmemwth**	7th Period: **ispgara**

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  - If you were absent from school when Mrs. Hahn and Mrs. Jacobson passed out books, and you need a copy of the book because you do not have internet access, please call the school and let someone know.

THIS WEEK'S ASSIGNMENT for EVERYONE:

- **This week, your assignment is to read pages 221-260 in *Tangerine.***
- Also, you will add to the ***Character Chart*** assignment for each character as well as complete the ***comprehension quiz*** for this portion of the book.
- The **only item you will turn in this week is the quiz**, you will keep the Character Chart until the end of the book.

As always, if you have any questions PLEASE email us (info on front of packet) or call the school!!

IUKN LN

Name:_____ **Week 5 *Tangerine* Comprehension Quiz P. 182-207**

1. **What happened at Tangerine Middle School's last home soccer game?**
   a. Their opponents never showed up to play.
   b. Their opponents left due to lightning striking and bad weather, so the score was recorded as "no game."
   c. Their opponents beat Tangerine.
   d. Tangerine defeated their opponents.
2. **What bit of history was reported in the Tangerine Times in a "Looking Back" feature?**
   a. The score and play details of Mr. Costello's last college football game was reported.
   b. The origin (beginning) of the rivalry of Tangerine School versus Lake Windsor School was described.
   c. The end of Betty Bright's hurdling career was described.
   d. Highlights of Mr. Costello's long-lasting career at the newspaper were described.
3. **How is the Tangerine Middle School's soccer team season going?**
   a. They have won 7 games in a row.
   b. They have lost 7 games in a row.
   c. They have an even record of wins and losses.
   d. Their team has had to forfeit 3 games due to lightning in the area.
4. **On the bus headed to an away soccer game, the Tangerine Middle School soccer players were very impressed with the fancy part of town where Paul lives and say it looks like a movie. What was Paul thinking about it?**
   a. Paul was proud they were impressed by how nice his part of town is.
   b. Paul was embarrassed by how wealthy his area is compared to where his teammates live.
   c. Paul disagrees that it is fancy because his neighborhood back in Houston was much nicer.
   d. Paul agrees that the area is so nice that it looks like a movie set, but since it replaced the tangerine groves, he feels that the niceness is all fake.
5. **Other than Paul, who was the unlikely hero of Tangerine's game against Lake Windsor Middle?**
   a. Maya.
   b. Nita.
   c. Cesar (aka Cesar Salad, aka Julius Cesar).
   d. Shandra.
6. **In the game versus Lake Windsor Middle, Paul got in goal and was playing a great game. Who tried to stop him from being able to play?**
   a. Shandra, because she eventually felt better and wanted to get back in goal.
   b. Gino, because he said Paul used to be on Lake Windsor's team, so he shouldn't play against them.
   c. Betty Bright, because she said Paul has had too much playing time and someone else deserves a chance to play.
   d. Coach Walski, because he says Paul is supposed to have an IEP and therefore be ineligible to play.
7. **When Coach Walski confronts Coach Betty Bright about Paul playing in the game, what does Betty Bright say to get him to back off and let Paul play?**
   a. Betty says that LWHS's star quarterback- Antoine Thomas- is Shandra's brother. He is playing for Lake Windsor High even though he lives in Tangerine and is supposed to be going to school in Tangerine like his sister does. Betty Bright says that if Coach Walski makes Paul be ineligible to play because of his IEP, Coach Bright will make Antoine ineligible to play for Lake Windsor because he does not live there.

TURN IN

b. Betty Bright says Paul has permission to play for Tangerine since he goes to school there.
c. Betty Bright says that if Erik gets to play for his school, Paul should get to play for his.
d. Betty Bright says that this is the last game of the season, so it shouldn't matter if Paul just plays a little while longer.

8. What happened when Gino kicked the final penalty kick of the game?

a. Paul deflected the ball off his glove.
b. Gino missed the goal altogether.
c. Gino kicked the goal high and to the left and scored.
d. The buzzer to end the game blew before Gino had a chance to kick.

9. Why did Paul want to play so badly in the game against Lake Windsor?

a. Paul wanted to impress Kerri Gardner.
b. Paul's dad and brother were there watching the game.
c. This is Paul's last chance to play for Tangerine.
d. Many of Paul's former classmates and acquaintances from Lake Windsor were at the game, and he didn't want them to see him standing on the sidelines because he was not good enough to get in the game.

10. After the final soccer game, why does Paul make his mom drive all the way to Tangerine just so he can ride the team's bus, instead of allowing her to take him straight home?

a. Paul needed to get his equipment from the school.
b. Paul wanted one last time to feel like a part of the team now that the season was over.
c. Paul is tired of his mom telling him what to do all the time.
d. Betty Bright required all players to ride the team bus.

11. When Paul had the group from his science class over to work on their project, things started off well. How did they end?

a. Arthur and Erik came into the back yard and Erik attacked Tino after Tino smarted off to him.
b. The group finished their project so Wayne was very late to pick them up and Mom got mad about it.
c. The group argued over what the final project should be like and they were angry with one another before they left.
d. After everyone left, Paul felt like the other kids would no longer like him since he lived in a mansion while their families could not afford to live in one.

12. At the storage unit, what two things did Paul think were strange?

a. Someone had left the door to the storage unit unlocked, and there were items missing from the unit.
b. All of the Fisher Family's belongings had been moved to another unit without their permission, and no one had bothered to inform them about it.
c. There is the smell of insecticide inside the unit when it is only supposed to be opened by the Fisher family, and Paul learns that Erik has a key to the unit because he asked mom for one.
d. The storage unit has items that were supposed to have been left in the house, and several of these items are things Paul has been missing.

13. While Paul is hiding under the bleachers at Erik's football practice, he sees Tino's brother Luis show up to confront Erik about attacking Tino. Which of the following <u>DOES NOT</u> happen during this time?

a. Erik says, "We may have a situation here, Bauer." and, "Arthur takes care of all my light work."
b. Arthur Bauer hits Luis with a blackjack.
c. Antoine and the muscle man attack Erik and Arthur.
d. Paul jumps out from behind the bleachers and runs to find Mom to tell her.

TUKIN LN

Name:_____ **Week 6 *Tangerine* Comprehension Quiz P. 221-260**

1. **Which IS NOT a strategy the Cruz family uses to save the tangerine grove?**
   a. Lighting fires.
   b. Spraying water on the trees to ice, in order to keep the fruit at a stable 32 degrees.
   c. Placing the baby trees in the quonset hut.
   d. Picking the fruit early and letting it ripen indoors.
2. **What was Paul's work ethic like while helping fight the freeze?**
   a. Paul worked hard all night long, until he was forced to take a break in the quonset hut.
   b. Paul helped for a while but called Mom to come get him after a couple of hours.
   c. Paul helped by telling others what to do rather than doing the work himself.
   d. Paul called Mom and left once he realized how difficult the work would be.
3. **When Paul spoke to Luis, what did he notice was wrong with Luis' body?**
   a. Luis' fingers had gotten frostbite while working to fight the freeze.
   b. Luis was walking with even more of a limp than he typically did.
   c. Luis had gotten a severe burn from one of the bonfires.
   d. Luis had a dark red bruise on his left temple.
4. **After Paul told Luis he had seen Arthur hit him with the blackjack, what did Luis tell Paul would happen next?**
   a. Luis is going to report Arthur and Erik to the police.
   b. Arthur and Erik are going to "have new attitudes" given to them by Antoine and the muscle man on the day they go to turn in their football equipment (aka: they are going to get jumped.)
   c. Luis is going to confront Mom and Dad and tell them what Erik is really like.
   d. Antoine and the muscle man are going to report Arthur and Erik to the football coach the day they go to turn in their football equipment.
5. **What does Dad tell Paul happened at the last football game?**
   a. Tangerine High beat Lake Windsor High.
   b. Erik helped the team by making each extra point he kicked for.
   c. Brian Baylor made 5 bad snaps in a row, so Erik never even had a chance to kick the ball for the extra points.
   d. The coach chose not to put all the seniors in, even though it was their last game playing for Lake Windsor.
6. **In the newspaper, there is a section with the "All-County Middle School Soccer Team." When Dad asks Paul if he is part of it, what is Paul's reaction?**
   a. Paul is angry his Dad would ask if he was on the all-county team, since it shows his Dad knows nothing about Paul having to sit on the sideline for most of Tangerine's soccer games.
   b. Paul is frustrated that Dad did not already know that he did not make the all-county team.
   c. Paul is honored his Dad thought that he was good enough to be on the all-county team.
   d. Paul is embarrassed that he was not good enough to make the all-county team, so he lies and tells his Dad that he made it.
7. **In a conversation with Paul and Dad, what does Mom question about Erik?**
   a. If Erik cares about Paul.
   b. If Erik has no future as the placekicker for some big-time college football team.
   c. If Erik's grades are good enough for him to graduate.
   d. If Arthur Bauer has been a bad influence on Erik since the Fisher Family moved to Tangerine.
8. **What happened to the perimeter wall around Lake Windsor Downs?**
   a. Someone spray painted, "SEAGULLS SUCK" on the wall.
   b. Someone knocked part of the wall down.

TURN IN

c. A homeowner broke the Homeowner Association's rule and painted the wall a different color without permission.
d. Someone wrecked their car into the wall.

9. What has been happening to the tented houses?

a. Someone has been tearing down the tents and releasing the fumigation poison into the air.
b. Residents have begun moving back into the homes before it's been declared safe for them to do so.
c. Someone has been spray painting graffiti on all of the tents.
d. Someone has been breaking into the tented homes and robbing them.

10. At the Homeowner's Association meeting, what does Paul tell the group?

a. He knows who has been messing with the tented houses.
b. The reason the koi are disappearing from the lake is because osprey birds have been eating them.
c. Paul feels like all of the issues the Homeowner's Association are concerned about are petty and ridiculous.
d. Paul feels like his mom should no longer be allowed to be the head of the architectural committee.

11. What has happened to Luis Cruz?

a. Luis has gotten in trouble with the police for helping Antoine and the Muscle Man jump Erik and Arthur the day football equipment got turned in.
b. Luis has been taken in by the police to be questioned about what happened the day he came to football practice to confront Erik and Arthur about hitting Tino.
c. Luis Cruz died, likely from an aneurysm that ruptured.
d. Luis Cruz has gotten hospitalized from overworking himself the night he fought the freeze in the tangerine grove.

12. Paul learns about aneurysms after chatting with a nurse online. Based on what the nurse told Paul, which of the following statements about an aneurysm is NOT TRUE?

a. An aneurysm is a blood clot.
b. An aneurysm is a "weakening of a blood vessel," like a bubble that swells out from a vein or an artery, and it can burst causing a massive stroke and death.
c. An aneurysm is not caused by an injury to the head; instead, a person is either born with an aneurysm or the tendency to get one.
d. An injury to the head could cause an aneurysm to burst, and another reason one can burst is from the constant pressure of blood passing through it.

13. When Teresa calls Paul, what warning does she give him?

a. Paul needs to watch out because Erik and Arthur could kill him.
b. Paul had better not come to Luis' funeral, because Tino and Victor are saying some bad stuff about why Luis had died (aka, he died because of Paul's brother.).
c. Paul is going to be questioned by the police soon.
d. Paul is going to be kicked out of Tangerine Middle School because of his association with Erik.

14. How does Paul treat the little boy by the lake?

a. Paul is kind to him and walks him home.
b. Paul is angry that the boy believes whatever his parents tell him, because Paul knows that adults are not always truthful.
c. Paul is irritated that the boy won't leave him alone.
d. Paul is happy to be distracted by the little boy and enjoys talking to him because it's taking his mind off of all the stress he feels.

TURN IN

15. On the day of Luis' funeral, what does Paul do?

a. Paul holds his own type of funeral for Luis, by digging past the sod and white sugar sand the home builders had brought to his yard, and getting down to the REAL dirt, like the dirt where Luis grew his trees and will be buried in.
b. Paul cries into the ground with grief for Luis Cruz, just like Luis Cruz would cry into the ground when he was overcome by the beauty of the tangerine grove.
c. Paul realizes he no longer feels like an idiot; he feels like Luis is a part of him now.
d. All of the above.

16. Which of the following DOES NOT HAPPEN at the football team's Senior Night?

a. Paul and Joey make up and become friends again.
b. Tino and Victor attack Erik and Arthur Bauer in front of the entire audience.
c. Paul jumps onto Coach Warner's back, giving Tino the opportunity to get away.
d. Arthur and Erik finally give up on being "bad guys" and make things right by apologizing to Paul.

A+H Week 5 KEEP

7th Grade Arts and Humanities Class Week 5:

Please look for the instructions below pertaining to your child's two arts and humanities classes. Once the student has completed their Arts and Humanities assignment for the week, they will need a parent/guardian signature.

Note: I know it's hard to start thinking about next year, but if you are interested in the Computer Science Pathway. You can start by taking Computer Literacy in 8th grade to get high school credit. It is an Edgenuity class during 7th period and it's a year long class. In order to get the high school credit you must complete the course with a B average and complete all projects. Below is a brief description of the course. Just email me if you are interested in the year long class or if you have any questions at miranda.foree@spencer.kyschools.us. This is a great opportunity to get ahead on this pathway.

This course introduces students to the essential technical and professional skills required in the field of Information Technology (IT). Through hands-on projects and written assignments, students gain an understanding of the operation of computers, computer networks, internet fundamentals,programming, and computer support. Throughout this course, students engage in variety of project based assignments, such as creating Web pages with HTML and CSS; creating and formatting spreadsheets; drawing and editing digital images; and using multiple search parameters to locate, sort, search, and filter data in a spreadsheet. Students also learn about the social impact of technological change and the ethical issues related to technology. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the field of IT.

**You may still be placed into a 9 week Computer Literacy class if I see you more than once a year.

Personal Finance (Mr. Gross):

At least three 20-minute sessions on Edgenuity during the week. Check Google Classroom and email each time you log on. *New: Join the class on Remind. Class code @7hk84a8*

Entrepreneurship (Mr. Gross):

Check Google Classroom for the weekly Project Assignment document. Use Edgenuity "Interactive Instruction" to answer the questions in the Google Doc on Google Classroom. Be sure to click "Turn In" when finished in order to receive credit. Please check Google Classroom and your email regularly. *New: Join the class on Remind. Class code @3c2ea29*

7th Grade Computer Skills 4 Classes (Mrs. Foree):

Log into scmsgrizzlies.typingclub.com and practice 20 minutes of correct keyboard skills daily. If you are unable to log into the internet please complete the following written assignment.
Log into scmsgrizzlies.typingclub.com and practice 20 minutes of correct keyboard skills daily.

If you are unable to log into the internet please complete the following written assignment. There have been many advancements in technology in the past decade. What do you think has been the most beneficial advancements with computers? Write a one page paper describing at least two advancements with computers.

P.E (Mr. Hume):

Students should be doing each day at least 15-20 minutes of exercise that will get your heart rate up a workout range. 160 beats per minute. These can be done indoor or outdoor weather permitting. Example- Play basketball, ride a bike around the neighborhood, take the family dog for a brisk jog, play tag, or bump a volleyball with a family member. Indoor and outdoor work around the house can be an alternate if the work gets the student's heart rate up. Vary your activities to what you enjoy doing each week.

Here are some other activities for indoor.

- Jumping Jacks. Count out 10 jumping jacks or as many as you can do!
- Scissor Jumps. Position one leg in front of the other. ...
- Touch Your Toes. Stretch up to the sky on tippy toes and then bend down to touch the ground. ...
- Push Ups
- Crunches Lay on floor knees bent, Raise your shoulder and upper back up of the floor.
- Mountain Climbers. Bend over and touch the floor with hands. Move your feet back and forth.
- Squats 10 squats arms out in front of you
- Leg Lifts. Lay on side and lift scissor lift legs. Do 10 lifts 3 reps.

New Link this week. Below is a link to CoronaVirus Daily workout sessions you can follow each day.Pick things you can do at home.
http://kahperd.com/coronavirus-nti-resources/

Choir (Ms. Pollock):

Practice 30 mins of music a day for the spring concert. The link below is of the arrangement from the song they received at school.
https://www.youtube.com/watch?v=FaKq5m2X1Z4

Social and Emotional Learning (Mindfulness)[Ms. Pollock]:

Continue the following daily journal questions.
#20: When I need to make a decision, how can I make the best one available to me?
#21: What decisions do you wish you could make on your own, but adults won't let you make those decisions?
#22: What does it mean to put yourself in someone else's shoes?
#23:Describe and label how you might feel in these different bullying situations.

1.) You saw someone being bullied
2.) You were being bullied
3.) You bullied someone

#24: What kind of day are you having and why?.

Playwriting/Film (Mrs. Murray):

As a playwright, it is important to keep in mind how the audience is going to respond or react to your play. This week, choose a movie, tv show, or filmed play to answer the following questions (as an audience member).

1. How did you, as an audience member, classify the play's genre? (Is it a comedy, drama, horror, etc.) Why?

2. Who is this piece targeted toward? (Children, Teens, Adults, Families, etc) Why?
3. Do you think the play/show/movie could offend certain audience members? Why do you feel that way?
4. Overall, what was your final take of the movie? Did you enjoy it? Is there anything that could be changed to make it more appealing?

7th grade Advanced Drama (Mrs. Murray):

Please choose a TV show, movie, play, etc. and design a set for this production. If the play has multiple sets, you only need to choose one to design. These can be hand drawn or designed on the computer. While you do not have to add color, it would be more appealing! Please label any areas of the set which you feel may need explanation and put the title of the production you have chosen at the top.

7th Grade Band (Mr. Johnson):

YOUR ASSIGNMENT IS TO MAKE AN AUDIO (.mp3 or .wav is preferred) RECORDING OF #160. Make sure you look up what speed MODERATO is. Take both endings. Play the correct articulations. Look at those tied notes – you only tongue the first one. Count in 3 and subdivide. Practice it until it's perfect and send me your best recording!

brandon.johnsonespencer.kyschools.us

Google Classroom Code: vsd7ayh

General Music (Mr. Johnson):

This week your assignment is to fire up the Google machine and research how musicians make their money and answer these questions:

1. Do all professional musicians make millions of dollars?
2. What is a royalty in the music industry?
3. What is a copyright?
4. What was the first musical recording?
5. What is merchandise to a musician?
6. Approximately how much money does a musician make off of one play on Spotify or YouTube or Pandora, etc?
7. Why do musicians tour the country and the world?
8. Is the radio REALLY free? How do you actually pay for the radio and how does the radio station pay for the songs they play? Hint: It's the same answer.

Google Classroom Codes: l3kwg7

Art Class (Ms. LaRue):

Find items with textures that you can feel. Collect at least 10 different textures by laying a sheet piece of paper over the item and then gently rubbing the paper with either the side of your pencil lead or with the sides of unwrapped crayons. This makes an impression or record of the texture. After collecting the

TURN IN

textures on paper, you will tear, rip or cut the texture rubbings to use for a collage. Choose two of the scenes below to make two separate collage artworks this week.

1. A rural landscape scene.
2. A meal at a table ready to eat.
3. An athlete in action.
4. An indoor scene showing furniture in the room.
5. Your favorite animal that's relaxing.

Advance Art Class (Ms. LaRue):

Get out your favorite pair of shoes for observational drawing practice. You will create 3 different drawings this week using the same pair of shoes. For each drawing session pose or arrange the shoes differently. For at least one session use a different angle of view to change the perspective. As you draw pay attention to the light source- include highlights and the shadows cast by the shoes' form.

Arts and Humanities courses:

Please sign the statement below and return to school at the end of the week.

My student has performed their Arts and Humanities assignments for this school week 4/20 - 4/24

Print Student Name_____

Parent Signature _____

Print Parent Name_____

Or instead of returning this sheet fill out the google document link below for Week 5 and Week 6

https://docs.google.com/forms/d/e/1FAIpQLSd3uczmNYjpzV1dOwECTv3xmcGb_z0yx5FCfCWEAP7ni231kw/viewform?usp=sf_link

A+H Week 6 KEEP

7th Grade Arts and Humanities Class Week 6:

Please look for the instructions below pertaining to your child's two arts and humanities classes. Once the student has completed their Arts and Humanities assignment for the week, they will need a parent/guardian signature.

Personal Finance (Mr. Gross):

At least three 20-minute sessions on Edgenuity during the week. Check Google Classroom and email each time you log on. *New: Join the class on Remind. Class code @7hk84a8*

Entrepreneurship (Mr. Gross):

Check Google Classroom for the weekly Project Assignment document. Use Edgenuity "Interactive Instruction" to answer the questions in the Google Doc on Google Classroom. Be sure to click "Turn In" when finished in order to receive credit. Please check Google Classroom and your email regularly. *New: Join the class on Remind. Class code @3c2ea29*

7th Grade Computer Skills 4 Classes (Mrs. Foree):

Log into scmsgrizzlies.typingclub.com and practice 20 minutes of correct keyboard skills daily. If you are unable to log into the internet please complete the following written assignment. Choose between designing your own cell phone app or computer program based on something that you like or value. In a one page paper describe the app/program you would design, how it would be beneficial for others users, and how you would make money from others using the app/program.

P.E (Mr. Hume):

Students should be doing each day at least 15-20 minutes of exercise that will get your heart rate up a workout range. 160 beats per minute. These can be done indoor or outdoor weather permitting. Example- Play basketball, ride a bike around the neighborhood, take the family dog for a brisk jog, play tag, or bump a volleyball with a family member. Indoor and outdoor work around the house can be an alternate if the work gets the student's heart rate up. Vary your activities to what you enjoy doing each week.

Here are some other activities for indoor.

- Jumping Jacks. Count out 10 jumping jacks or as many as you can do!
- Scissor Jumps. Position one leg in front of the other. ...
- Touch Your Toes. Stretch up to the sky on tippy toes and then bend down to touch the ground. ...
- Push Ups
- Crunches Lay on floor knees bent, Raise your shoulder and upper back up of the floor.
- Mountain Climbers. Bend over and touch the floor with hands. Move your feet back and forth.
- Squats 10 squats arms out in front of you
- Leg Lifts. Lay on side and lift scissor lift legs. Do 10 lifts 3 reps.

New Link this week. Below is a link to CoronaVirus Daily workout sessions you can follow each day.Pick things you can do at home.
http://kahperd.com/coronavirus-nfl-resources/

Choir (Ms. Pollock):

Practice 30 mins of music a day for the spring concert. The link below is of the arrangement from the song they received at school.
https://www.youtube.com/watch?v=FaKq5m2XIZ4

Social and Emotional Learning (Mindfulness)[Ms. Pollock]:

Continue the following daily journal questions.
#25: If you won the lottery, what would you do?
#26: What magic power would you like to have? How would you use it? How would it make you feel?
#27: How would you like your life to be when you are older?
#28: Why do people deserve kindness?

Playwriting/Film (Mrs. Murray):

As a playwright, you need to know everything about a character. This make the writing process easier for you, and (if written into the story) will make the actor's job easier as well. This week, we are going to put ourselves in the "shoes" of an actor. Please pick a character from a TV show, movie, play, book, etc. and answer the following questions about the character.

1. What is the character's name?
2. What were their largest successes and failures?
3. What did the character dream of doing with their life? Did they achieve this?
4. What was their first love? Was it a person, a hobby, animal, etc.? Why did you see this as their first love?

7th grade Advanced Drama (Mrs. Murray):

Publicizing a production is very important to a show. If the public does not know about the show, they are not likely to attend. For the show of your choice, please design a poster to advertise your show. This can be simply be drawn or can be done on a computer. Please make sure to include:

- Title
- Date(s) of the performance
- Who is presenting the performance (example: Spencer County Drama Department Presents)
- Ticket Cost
- Location of the performance
- Name of the Author/Playwright
- (Optional) Director's Name
- An Eye Catching Design. (This also includes color or at least shading)

7th Grade Band (Mr. Johnson):

YOUR ASSIGNMENT IS TO MAKE AN AUDIO (.mp3 or .wav is preferred) RECORDING OF #168 AND EMAIL IT TO ME. Google Classroom Code: vsd7ayh

General Music (Mr. Johnson):

Over the past few weeks we've explored a little about Classical music and we've explored a little about how modern musicians make money. Let's combine the two ideas! How did musicians make money BEFORE the recording industry started in the early 20th century?

1. Where was music mainly performed in the 1500s, 1600s, 1700s, and 1800s? You can still hear it there today on Sundays.
2. Who paid the musicians? Remember there were no streaming services and most common people didn't have money for concerts.
3. What is religious music? Where can you hear it today?
4. What is secular music? Where can you hear it today?
5. Wolfgang Amadeus Mozart was a rock star in his day. He lived from 1756-1791. At the end of his life, was he rich or poor? Why?

Google Classroom Codes: l3kwg7

Art Class (Ms. LaRue):

Use nature to create artworks. This week you will find leaves, grass blades,and flower petals to press and then make scenes with. Collect a variety of shapes and colors so that you have plenty to work with. Lay each item flat between a napkin or paper towel and then place inside the pages of a heavy book to flatten and press the leaves and flowers. Leave them at least 24 hours to dry as they flatten. Once pressed and dried use these items to arrange in a collage to make a scene. Choose two of the scenes below to make two separate nature artworks this week.

1. A face showing an emotion.
2. A car, truck or motor bike.
3. A name or message.
4. A dessert.
5. A bird or fish.

Advance Art Class (Ms. LaRue):

Comic strip creations. This week you are going to experiment with making a series comic strip like in the weekly funny papers. Each strip needs at least 7 frames or boxes for completing the scenario and the entire strip should fit on one side of a sheet of note paper (or blank sketch paper). You will complete a total of 2 strips to complete your series. You will need to develop a main character that appears in both strips. Select from the scenarios listed below:

Telling a joke. Having a bad dream. Making a purchase. Cooking at home. Losing something important.

TURN IN

Arts and Humanities courses:

Please sign the statement below and return to school at the end of the week.

My student has performed their Arts and Humanities assignments for this school week 4/27 - 4/30
Print Student Name_____
Parent Signature _____
Print Parent Name_____

Or instead of returning this sheet fill out the google document link below for Week 5 and Week 6

https://docs.google.com/forms/d/e/1FAIpQLSd3uczmNYjpzV1dOwECTv3xmcGb_z0yx5FCfCWEAP7ni231kw/viewform?usp=sf_link