

Hello Students and Families,

We hope you are staying healthy and doing well! In this packet, we have provided you with new worksheets and activities to support your learning at home. This is the third packet that we have created. As a reminder, the last day of school is June 24, 2020.

We continue to offer paper and online options for distance learning. You have a choice to do school work online or paper. You could also do a combination of online and paper-based school work. We provide options for everyone, whether or not you have online access. To find the online options for your grade and/or class, please reach out to your teachers. We have a staff directory on our website that will help you find teacher email addresses.

We recognize that trying to support your children while they learn at home can be very difficult. We hope that this letter, the work packets that we are developing, and our outreach to families will help to provide you with some direction and structure. While you plan your child's learning time each day, please remember that students should be spending no more than three hours each day working on school-related learning activities. That means you can build times in between learning activities that provide you and your children with movement breaks (time to get up and do something different).

All students who participate in online activities and/or paper-based skill packets will be recognized for their efforts when school resumes. Students should write their name and teacher's name on the front of their packet. Bins will be available at Charlton Street School, Eastford Road School, and West Street School during the hours of 11 a.m. and 1 p.m. each weekday for packet returns (students from all grade levels can return their packets at any of these locations). We are excited to see what you've done!

If you have any questions, or you don't understand something, please feel free to reach out to your teachers. We are here to help you! You can also send general questions or concerns to [help@southbridgepublic.org](mailto:help@southbridgepublic.org).

**Please fill out the following information if you return your work on this material:**

Student Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Homeroom Teacher's Name: \_\_\_\_\_

Best Phone Number/s: \_\_\_\_\_

Address: \_\_\_\_\_

Hola estudiantes y familias,

¡Esperamos que se estén manteniendo saludables y que estén bien! En este paquete, le proporcionamos nuevas hojas de trabajo y actividades para apoyar su aprendizaje en el hogar. Este es el tercer paquete que hemos creado. Como recordatorio, el último día de clases es el 24 de junio de 2020.

Continuamos ofreciendo opciones en papel y en línea para el aprendizaje a distancia. Tiene la opción de hacer el trabajo escolar en línea o en papel. También puede hacer una combinación de trabajo escolar en línea y en papel. Ofrecemos opciones para todos, tenga o no acceso en línea. Para encontrar las opciones en línea para su grado y / o clase, comuníquese con sus maestros. Tenemos un directorio de personal en nuestro sitio web que lo ayudará a encontrar las direcciones de correo electrónico de los maestros.

Reconocemos que tratar de apoyar a sus hijos mientras aprenden en casa puede ser muy difícil. Esperamos que esta carta, los paquetes de trabajo que estamos desarrollando y nuestro acercamiento a las familias lo ayuden a brindarle alguna orientación y estructura. Mientras planifica el tiempo de aprendizaje de su hijo todos los días, recuerde que los estudiantes no deben pasar más de tres horas cada día trabajando en actividades de aprendizaje relacionadas con la escuela. Eso significa que puede construir tiempos entre actividades de aprendizaje que le brinden a usted y a sus hijos pausas de movimiento (tiempo para levantarse y hacer algo diferente).

Todos los estudiantes que participan en actividades en línea y / o paquetes de habilidades en papel serán reconocidos por sus esfuerzos cuando se reanude la escuela. Los estudiantes deben escribir su nombre y el nombre del maestro en el frente de su paquete. Los contenedores estarán disponibles en Charlton Street School, Eastford Road School y West Street School durante el horario de 11 a.m. y 1 p.m. cada día de la semana para la devolución de paquetes (los estudiantes de todos los niveles de grado pueden devolver sus paquetes en cualquiera de estos lugares). ¡Estamos emocionados de ver lo que has hecho!

Si tiene alguna pregunta o no comprende algo, no dude en comunicarse con sus maestros. ¡Estamos aquí para ayudarte! También puede enviar preguntas o inquietudes generales a [ayuda@southbridgepublic.org](mailto:ayuda@southbridgepublic.org)

**Complete la siguiente información si devuelve su trabajo en este material**

Nombre Estudiante: \_\_\_\_\_

Nivel de Grado: \_\_\_\_\_

Nombre Maestra Salón Hogar: \_\_\_\_\_

Mejores número(s) de Telefono: \_\_\_\_\_

Dirección: \_\_\_\_\_



# Southbridge Public Schools

---

Jeffrey A. Villar, Ph.D.  
Receiver / Superintendent

May 12, 2020

## Re: Position on Grading

Dear Southbridge Public School families,

Remote learning is difficult for students, parents, and teachers. The pandemic has made it very clear that not all students have equal access to technology and that has limited learning opportunities. Our top priority is to keep students and their families connected to their schools. The health and wellbeing of students is our top priority. We know the pandemic has been very stressful for everyone and remaining connected during this time of physical separation is important.

I appreciate that our teachers have developed paper-based remote learning activities for our students and we have distributed them at our meal distribution sites and at Big Bunny market. I know many families have used these resources and are now curious about the district grading policy for this period. In response to your questions, I'd like to share the following grading policy, which applies for the remainder of the school year.

### Grades K-5

All teachers have been asked to focus first on reaching out to students and families by telephone calls, email, and video conferences. We ask that you do your best to facilitate this contact. We believe it is very important for your children to remain connected to the school and to check in with their teachers regularly.

We also ask that you do your best to support your child as they work to complete the packets that have been developed, or if you have the technology, utilize our online learning activities. The district will collect remote learning packets but teachers will not grade these assignments in terms of right or wrong. We are most interested in keeping your child engaged in learning so that they are as prepared as possible for the next grade level.

Some parents are concerned that their children might be retained in their current grade level because they were unable to complete all of the remote learning packets. The decision to retain a child in their current grade level will not be made based on their academic performance during the school shutdown. Therefore, nearly all students will be promoted to the next grade level at the conclusion of this school year. At the start of the next school year, the district will assess students' math and literacy skills so that we can adjust instruction based on their needs and address any learning loss that may have occurred. I am confident that our teachers will work hard to help your children catchup. This will take time but we are all in this together.

Parents also want to know about when they will receive their students' report cards. We plan to make student grades available electronically through a web-based portal. The district is currently configuring this program and we expect to provide you with more information about it in the coming weeks. Elementary grades (K-5) will be based on the first and second trimester. There will be no grades recorded for the third trimester. The

third trimester will continue to be focused on preparing students for the next school year, that is why it is important for students, and families to remain engaged in remote learning activities.

### **Grade 6-12**

Students enrolled at Southbridge Middle and High School have earned normal grades for the first two quarters (semester 1). Quarter 3 grades closed in March just after school was shut down and will be listed as credit or no credit (this does not apply to students enrolled at Southbridge Academy). In order to have earned credit in the third trimester a student needed to attend the majority of school days in the third quarter and had a passing grade at the time of school closure.

Students who receive a passing grade in two out of the three quarters (including a score of credit in quarter-three) will receive credit for the year in each course. Fourth Quarter grades will not lower a student's final grades. Assignments completed in the fourth quarter will allow students to improve upon their final grade for the year. Many of our high school students have been working very hard to take advantage of these opportunities and are improving their academic standing. I congratulate them on this work and commitment.

### **Southbridge Academy**

Students enrolled at Southbridge Academy received numerical grades for Quarter 3. Quarter 4 lessons will focus on skills students need to move to the next grade. Grading for Quarter 4 will consist of Credit/No Credit. Students who earn Credit for Quarter 4, will receive additional points towards their final grade.

### **Final Note**

I know that remote learning has been difficult for everyone involved, students, parents, and teachers. We are all struggling. I encourage you to continue to do your very best to help your child remain engaged in school activities. Practice with academic work is very important, our children need to continue learning and remain prepared for the next school year. Working together, we can accomplish this. Thank you for your questions. I'd like to remind you that you can ask questions at any time by using [help@southbridgepublic.org](mailto:help@southbridgepublic.org), [ayuda@southbridgepublic.org](mailto:ayuda@southbridgepublic.org), or by calling (774) 318-1696.

Regards,

Jeffrey A. Villar, Ph.D.  
Receiver/Superintendent  
Southbridge Public Schools

---



# Southbridge Public Schools

---

Jeffrey A. Villar, Ph.D.  
Receiver / Superintendent

12 de mayo, 2020

## Re: Posición en la calificación

Apreciadas familias de las Escuelas Públicas de Southbridge,

El aprendizaje remoto es difícil para estudiantes, padres y maestros. La pandemia ha dejado muy claro que no todos los estudiantes tienen el mismo acceso a la tecnología y que tiene oportunidades limitadas de aprendizaje. Nuestra principal prioridad es mantener a los estudiantes y sus familias conectados a sus escuelas. La salud y el bienestar de los estudiantes es nuestra principal prioridad. Sabemos que la pandemia ha sido muy estresante para todos y permanecer conectado durante este tiempo de separación física es importante.

Aprecio que nuestros maestros hayan desarrollado actividades de aprendizaje remoto en papel para nuestros estudiantes y las hayamos distribuido en nuestros sitios de distribución de comidas y en el mercado de Big Bunny. Sé que muchas familias han usado estos recursos y ahora tienen curiosidad sobre la política de calificaciones del distrito para este período. En respuesta a sus preguntas, me gustaría compartir la siguiente política de calificaciones, que se aplica por el resto del año escolar.

## Grados K-5

Se les ha pedido a todos los maestros que se concentren primero en comunicarse con los estudiantes y las familias a través de llamadas telefónicas, correos electrónicos y videoconferencias. Le pedimos que haga todo lo posible para facilitar este contacto. Creemos que es muy importante que sus hijos permanezcan conectados a la escuela y se comuniquen regularmente con sus maestros.

También le pedimos que haga todo lo posible para apoyar a su hijo mientras trabajan para completar los paquetes que se han desarrollado, o si tiene la tecnología, utilice nuestras actividades de aprendizaje en línea. El distrito recolectará paquetes de aprendizaje remoto, pero los maestros no calificarán estas tareas en términos de correcto o incorrecto. Estamos más interesados en mantener a su hijo comprometido en el aprendizaje para que esté lo más preparado posible para el próximo nivel de grado.

Algunos padres están preocupados de que sus hijos puedan ser retenidos en su nivel de grado actual porque no pudieron completar todos los paquetes de aprendizaje remoto. La decisión de retener a un niño en su nivel de grado actual no se tomará en función de su rendimiento académico durante el cierre de la escuela. Por lo tanto, casi todos los estudiantes serán promovidos al siguiente nivel de grado al final de este año escolar. Al comienzo del próximo año escolar, el distrito evaluará las habilidades de matemáticas y alfabetización de los estudiantes para que podamos ajustar la instrucción según sus necesidades y abordar cualquier pérdida de aprendizaje que pueda haber ocurrido. Estoy seguro de que nuestros maestros trabajarán duro para ayudar a sus hijos a ponerse al día. Esto llevará tiempo, pero todos estamos juntos en esto.

Los padres también quieren saber cuándo recibirán las boletas de calificaciones de sus alumnos. Planeamos hacer que las calificaciones de los estudiantes estén disponibles electrónicamente a través de un portal web. El distrito está configurando actualmente este programa y esperamos brindarle más información al respecto en las próximas semanas. Los grados elementales (K-5) se basarán en el primer y segundo trimestre. No habrá calificaciones registradas para el tercer trimestre. El tercer trimestre continuará enfocándose en preparar a los estudiantes para el próximo año escolar, por eso es importante que los estudiantes y las familias sigan participando en actividades de aprendizaje remoto.

## **Grados 6-12**

Los estudiantes matriculados en la Escuela Intermedia y Superior de Southbridge han obtenido calificaciones normales durante los primeros dos trimestres (semestre 1). Los grados del tercer trimestre cerraron en marzo justo después del cierre de la escuela y se incluirán en la lista de crédito o no (esto no se aplica a los estudiantes matriculados en la Academia de Southbridge (Southbridge Academy)). Para haber obtenido crédito en el tercer trimestre, un estudiante necesitaba asistir a la mayoría de los días escolares en el tercer trimestre y tener una calificación aprobatoria al momento del cierre de la escuela.

Los estudiantes que reciben una calificación aprobatoria en dos de los tres trimestres (incluido un puntaje de crédito en el tercer trimestre) recibirán crédito por el año en cada curso. Las calificaciones del cuarto trimestre no disminuirán las calificaciones finales de un estudiante. Las tareas completadas en el cuarto trimestre permitirán a los estudiantes mejorar su calificación final del año. Muchos de nuestros estudiantes de secundaria han estado trabajando muy duro para aprovechar estas oportunidades y están mejorando su posición académica. Los felicito por este trabajo y compromiso.

## **Academia de Southbridge (Southbridge Academy)**

Los estudiantes matriculados en Academia de Southbridge (Southbridge Academy) recibieron calificaciones numéricas para el tercer trimestre. Las lecciones del cuarto trimestre se centrarán en las habilidades que los estudiantes necesitan para pasar al siguiente grado. La calificación para el cuarto trimestre consistirá en crédito / sin crédito. Los estudiantes que obtengan crédito para el cuarto trimestre recibirán puntos adicionales para su calificación final.

## **Nota final**

Sé que el aprendizaje remoto ha sido difícil para todos los involucrados, estudiantes, padres y maestros. Todos estamos luchando. Le animo a que continúe haciendo todo lo posible para ayudar a su hijo a seguir participando en las actividades escolares. Practicar con el trabajo académico es muy importante, nuestros niños necesitan continuar aprendiendo y permanecer preparados para el próximo año escolar. Trabajando juntos, podemos lograr esto. Gracias por sus preguntas. Me gustaría recordarle que puede hacer preguntas en cualquier momento utilizando [help@southbridgepublic.org](mailto:help@southbridgepublic.org), [ayuda@southbridgepublic.org](mailto:ayuda@southbridgepublic.org), o llamando al (774) 318-1696.

Atentamente,

Jeffrey A. Villar, Ph.D.  
Receptor/Superintendente  
Escuelas Públicas de Southbridge

---

## Table of Contents

ELA	2
Math	12
Social Studies	21
Science	30
<b>Electives</b> - Complete work for only those electives you are currently enrolled in	
ESL (English as a Second Language)	38
Read 180	46
PE	48
Media	51
Technology	53
Band	54
Chorus	58

## ELA 8

Week 1; Estimated time to complete: 3 hours

### Grammar Practice!

#### Part One: Subject/Verb Agreement:

Rule: When you use a verb to describe what the subject of a sentence is doing, the verb has to agree with the subject. This means that if your subject is plural (more than one) you need to use the plural form of a verb. If your subject is singular (only one) you need to use the singular form of the verb.

Example A- John (is, are) going to the mall after school today.

**Answer- is** \*\*John is singular and “is” is the singular verb.

*Directions: Read each sentence and circle the correct verb in parenthesis.*

1. The players (are, is) going to the pizza restaurant after today's game.
2. Jane (were, was) going to go with the team but she had chores to do.
3. Stephen (is, are) one of the best players on the team.
4. The coach (was, were) very excited that the team won the tournament.
5. They (is, are) one of the highest scoring teams in the league.
6. My best friend (were, was) there when I arrived.
7. Where (do, does) your parents live?
8. Alex (has, have) two older brothers who play baseball as well.
9. Each teammate (have, has) a trophy to take home now.
10. Making the pizza (are, is) a lot of work.

#### Part Two: Capitalization

Rule: The first word of a sentence, the name of a person (first, last, and title like Ms. or Dr.), the title of something (books, movies, games), specific names of places (eg. Southbridge, Florida) all need the first letter capitalized.

Example: I like to visit my Cousin in puerto rico.

Answer: I like to visit my cousin in Puerto Rico

*Directions: Correct the sentences below, adding a capital letter where needed and taking away improper capital letters. If the sentence is already correct, put a check mark next to it.*

1. maybe Carla will see a movie tonight.
2. We saw lions, tigers and camels at the zoo.

3. My family and i live in an apartment building.
4. Peru is located in south America.
5. Did You talk to our teacher last week?
6. Let's get out our telescope and look at the moon.
7. Cambridge University is one of the oldest universities in the world.
8. Thomas really wants to see the new Star wars movie at the theater.
9. Will you be able to come to the picnic on the weekend?
10. Did you know that mr. Johnson is a policeman?

**Part Three: Run-on Sentences**

Rule: When two separate ideas are expressed in the same sentence, you should separate the sentence into two sentences. Otherwise, we consider the sentence a run-on sentence.

Example: David went to the park he played on the swings.

Answer: David went to the park. He played on the swings.

*Directions: Correct the following run-on sentences.*

1. John hit the baseball very far it went over the right field fence.
- 

2. It was another ordinary day I took a walk down the tree-lined street.
- 

3. We went to movies after the movies we went home.
- 

4. Football is a physical game It's so exciting to play!
- 

5. I'm having a good day today it is my birthday.
- 

6. What day of the week is your favorite mine is Friday.
-

## Email Editing Practice

No one likes to ask for help, but sometimes you have no alternatives. Please help this student write an email to his teacher that makes sense and gets his point across. There are writing tips to help you with this below:

### Tips for Communication: Email Conventions

1. Use the subject line to **summarize** what your email is about
2. Use the appropriate greeting (with a name).
3. Be concise
4. Proofread and use **proper grammar and spelling**
5. Use the signature option.

**Subject: Social Studies Help**

Hi Ms. Turo,

Could you help me with this week's math work? I'm confused on numbers 7, 9, and 12. When are your office ours again?

Thank you,

Steve Martin

**Directions: Using the example and the tips above, help this student rewrite his email.**

**Subject:** I dont know wat to doand imconfused ugh

Ms T..

could you help me with getting some work doneski from the packet i don't understand how to solve systemsofequations and the video helped a little. i know some of it but the math is reeeeeally difficult and i can come to office hours tomorrow but we can email right now is that ok thanks ms

*Your job is to reward this email. What will you keep and change?*

Subject: \_\_\_\_\_

To: \_\_\_\_\_

From: \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

Week 2; Estimated time to complete: 3 hours

## **Why everything is closing for coronavirus: It's called "flattening the curve"**

South by Southwest (SXSW) is a huge music/film/tech/education festival. It brings hundreds of thousands of visitors to Austin, Texas, every March. When organizers canceled the festival it was only a matter of time before other major events also canceled.

As of March 13, many sports leagues have suspended their seasons. The National Basketball Association (NBA), National Hockey League (NHL) and Major League Soccer have suspended play. Major League Baseball (MLB) has pushed back the season start. The National Collegiate Athletic Association (NCAA) canceled March Madness. March Madness is a college basketball competition every spring. If a team loses a game they are out of the competition. People fill out brackets with who they think will keep advancing to the championships.

Several universities have canceled spring football games. The Professional Golfers' Association (PGA) Tour canceled the Players Championship. And the future of the 2020 Summer Olympics in Japan is in doubt. And that's just sports.

School districts from Seattle, Washington, to Baltimore, Maryland, have closed schools. So have entire states, including Maryland, Michigan and Ohio. More than 100 colleges and universities have canceled all in-person classes and moved online. The huge music festival Coachella has been postponed. So have a long list of concerts and music tours and all Broadway shows through April 12. Movie theaters may be next.

Even all Disney parks have closed their gates. This is only the third time Disneyland has closed the park. The first time was after U.S. President John F. Kennedy was assassinated in 1963. The second time was after 9/11. Terrorist attacks on September 11, 2001, hit the Twin Towers in New York and the Pentagon in Washington, D.C.

### **Economic Impacts**

The economic impacts of all these closures will be incredibly high. Canceling SXSW will mean a loss of more than \$350 million. This includes thousands of low-income workers' lost tips and wages. However, that won't even be close to how much it will cost sports teams and amusement parks to close down. So the decision to suspend seasons, cancel events and close up shop are not being made lightly.

And yet, there have only been about 1,660 cases of COVID-19 diagnosed in the United States. COVID-19 is short for coronavirus disease 2019. There have also been fewer than 50 deaths because of it in the United States. The coronavirus is a flu-like illness that began in China and has been spreading across the globe since December 2019.

Many people talk about the flu. Every year the flu sickens millions and kills tens of thousands of people. It is expected to sicken nearly 50 million people in the United States this year and kill as many as 52,000 this flu season.

So why is everyone making such a big deal about coronavirus? Why are events being canceled? Why are schools moving to online instruction? Especially when there are so few cases right now.

### **Slowing The Spread**

There's a good reason to "cancel everything." All these decisions by public officials and businesses are aimed at one goal: slowing down the spread of the virus to avoid overburdening a health care system that doesn't have the infrastructure to handle a sudden surge of tens of thousands of cases at once. Without mass closings, that surge is exactly what will happen, just as it has in Italy.

It's called "flattening the curve." And that's exactly what it is when you see it visually.

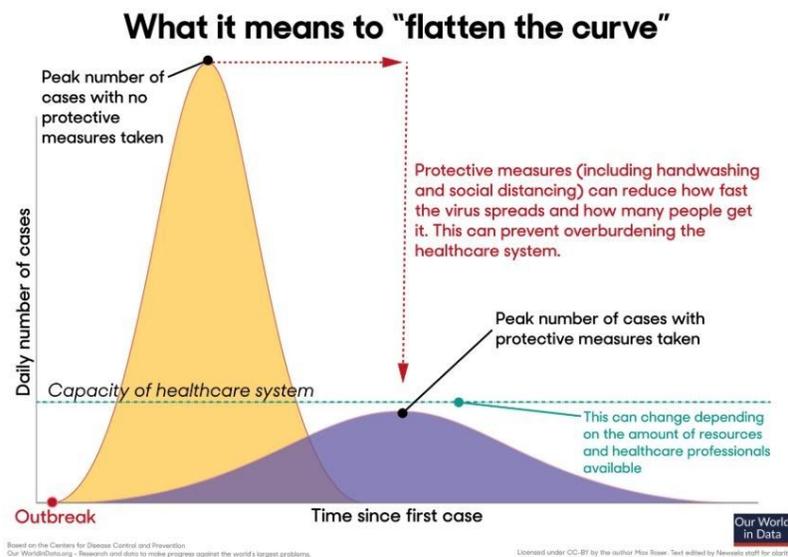


Image 2. What it means to "flatten the curve." The peak on the left represents the number of COVID-19 cases if no protective measures are taken, such as hand washing and social distancing. Protective measures can reduce how fast the virus spreads over time, hopefully preventing hospitals from becoming overburdened. The capacity of the health care system can change depending on the amount of resources and health care professionals available. Graph: Max Roser/Our World in Data. Modified by Newsela staff.

Epidemiologists study diseases and how they spread. They can somewhat predict how many cases of a disease are going to occur based on how the disease is behaving. Continuing business-as-usual allows cases to escalate rapidly in just a few weeks, spiking so high at once that they completely overwhelm hospitals. In such a scenario — such as Italy is facing now — more deaths are likely because there simply aren't enough hospital beds, enough face masks, enough IV bags, even enough healthy doctors and nurses to care for everyone at once.

However, if that same number of cases can be stretched out over months, never quite exceeding the health care system's capacity, then people will get the care they need. More health care providers can avoid illness and burnout, and fewer people are likely to die — as South Korea has shown.

But are we really headed for that many cases?

Yes.

As former Food and Drug Administration (FDA) commissioner Scott Gottlieb explained in a recent interview, the novel coronavirus — just declared a pandemic by the World Health Organization — is beyond containment. If it's not already in your community, it's coming soon. The only reason total U.S. cases aren't already skyrocketing is that coronavirus testing has been such a mess that too few people — just 77 by the Centers for Disease Control and Prevention (CDC) in the whole week of March 8 — are being tested. You can't count cases you haven't identified yet.

But every indication is that the United States is on track to see the same exponential increase other countries are seeing, as scientist Mark Handley has been tracking on Twitter.

## People Are Listening

So what do we do to avert disaster? We have to flatten the curve. Fortunately, people are listening and the idea has caught on so well among armchair epidemiologists that the #flatteningthecurve and #FlattenTheCurve hashtags have trended several times on Twitter in recent days.

Clearly, public officials and businesses are listening to the warnings of public health officials, as evidenced by all the closings and cancellations. But to be effective, ordinary people need to do their part by avoiding as

much as possible any crowds and places where large numbers of people congregate, such as movie theaters, malls and events that haven't been canceled.

**Directions: Using the article on Coronavirus, circle the correct answer to each question.**

**1. Which selection from the section "Slowing The Spread" BEST explains what epidemiologists mean by "flattening the curve"?**

**(A)** All these decisions by public officials and businesses are aimed at one goal: slowing down the spread of the virus to avoid overburdening a health care system that doesn't have the infrastructure to handle a sudden surge of tens of thousands of cases at once.

**(B)** Epidemiologists study diseases and how they spread. They can somewhat predict how many cases of a disease are going to occur based on how the disease is behaving.

**(C)** The only reason total U.S. cases aren't already skyrocketing is that coronavirus testing has been such a mess that too few people — just 77 by the Centers for Disease Control and Prevention (CDC) in the whole week of March 8 — are being tested. You can't count cases you haven't identified yet.

**(D)** But every indication is that the United States is on track to see the same exponential increase other countries are seeing, as scientist Mark Handley has been tracking on Twitter.

**2. Read the following claim: The coronavirus outbreak will cause tremendous economic losses.**

**Which sentence from the article provides the BEST support for the above statement?**

**(A)** When organizers canceled the festival it was only a matter of time before other major events also canceled.

**(B)** School districts from Seattle, Washington, to Baltimore, Maryland, have closed schools.

**(C)** However, that won't even be close to how much it will cost sports teams and amusement parks to close down.

**(D)** It is expected to sicken nearly 50 million people in the United States this year and kill as many as 52,000 this flu season.

**3. How did the availability of testing affect the number of reported COVID-19 cases in the U.S.?**

**(A)** The lack of testing has led the number of reported cases in the United States to decrease significantly in the last two weeks.

**(B)** The availability of testing has led to a number of reported cases that experts believe accurately reflects the spread of the virus.

**(C)** The lack of testing has led to a number of reported cases that experts believe does not reflect the true spread of the virus.

**(D)** The availability of testing has caused the number of reported cases to increase faster in the United States than in other places.

**4. Why are epidemiologists worried about a spike in the number of COVID-19 cases in the U.S.?**

**(A)** It would cause tremendous economic and business losses.

**(B)** The U.S. health care system does not have the supplies or personnel to manage it.

**(C)** It would result in the spread of the virus to neighboring countries.

**(D)** The U.S. health care system is well prepared to manage a sudden increase in patient numbers.

**Directions: Use the article on coronavirus to answer the following questions.**

1. What does it mean to “flatten the curve?”

---

---

---

---

---

2. Read the following quote from the section titled “People are Listening”:

*“So what do we do to **avert** disaster? We have to flatten the curve.”*

In this sentence, what does “avert” mean?

---

---

3. What is the central idea of the text?

---

---

---

---

4. Why do we need to stay home? Use text evidence in your response.

---

---

---

---

---

5. What are the two sides to the argument about staying home? Provide text evidence to support each side.

---

---

---

---





---

---

---

---

---

---

## 8th Grade Math

Week #: 1

Estimated Time to Complete: 3 hours

Instructions: Complete the three worksheets named Exponents and Operations

You should have used exponents in previous grades. When you see  $10^4$  it means  $10 \times 10 \times 10 \times 10$ . In this case the BASE is 10 and the EXPONENT is 4. You read the number as 10 to the 4th power or 10 to the power of 4. Exponents help us write a bigger number easily.

1. How else can you write  $5^3$  ?
2. How else can you write  $6 \times 6 \times 6 \times 6$  ?

### Multiplying Powers of 10

That is the easy part. Now we want to see what happens when we MULTIPLY numbers that have the SAME BASE. In the first example in the table, you see the EXPRESSION  $10^2 \times 10^3$ . When you EXPAND it you get  $(10 \times 10)(10 \times 10 \times 10)$ . Now you have 10 multiplying to itself 5 times so the SINGLE POWER OF 10 is  $10^5$ .

3. Complete the table below.

expression	expanded	single power of 10
$10^2 \cdot 10^3$	$(10 \cdot 10)(10 \cdot 10 \cdot 10)$	$10^5$
$10^4 \cdot 10^3$		
$10^5 \cdot 10^4$		
	$(10 \cdot 10 \cdot 10)(10 \cdot 10 \cdot 10 \cdot 10 \cdot 10)$	
$10^{18} \cdot 10^{23}$		

### Powers of Powers of 10

Now we will see what happens when we have a number with an exponent being raised to another exponent. This is called Power of a Power. In the first example, you see the expression  $(10^3)^2$ . This means you have  $10^3$  2 times, which gives you  $(10 \times 10 \times 10)(10 \times 10 \times 10)$  and that gives you  $10^6$  as the SINGLE POWER OF 10.

expression	expanded	single power of 10
$(10^3)^2$	$(10 \cdot 10 \cdot 10)(10 \cdot 10 \cdot 10)$	$10^6$
$(10^2)^3$	$(10 \cdot 10)(10 \cdot 10)(10 \cdot 10 \times 10 \cdot 10)(10 \cdot 10)$	
	$(10 \cdot 10 \cdot 10 \times 10 \cdot 10 \cdot 10)(10 \cdot 10 \cdot 10)(10 \cdot 10 \cdot 10)$	
$(10^3)^2$		
$(10^6)^1$		

4. Complete the table to the right.

### Dividing Powers of 10

Now we want to see what happens when we DIVIDE numbers that have the SAME BASE. In the first example in the table, you see the EXPRESSION  $10^4 \div 10^2$ . When you EXPAND it you get  $\frac{10 \times 10 \times 10 \times 10}{10 \times 10}$ . Since  $\frac{10 \times 10}{10 \times 10} = 1$ , those cancel out and you are left with  $10 \times 10$ .  $10 \times 10$  as a SINGLE POWER OF 10 is  $10^2$ .

1. Complete the table below.

expression	expanded	single power
$10^4 \div 10^2$	$\frac{10 \cdot 10 \cdot 10 \cdot 10}{10 \cdot 10} = \frac{10 \cdot 10}{10 \cdot 10} \cdot 10 \cdot 10 = 1 \cdot 10 \cdot 10$	$10^2$
	$\frac{10 \cdot 10 \cdot 10 \cdot 10 \cdot 10}{10 \cdot 10} = \frac{10 \cdot 10}{10 \cdot 10} \cdot 10 \cdot 10 \cdot 10 = 1 \cdot 10 \cdot 10 \cdot 10$	
$10^6 \div 10^3$		
$10^{43} \div 10^{17}$		

### Negative Exponents with Powers of 10

We are going to use the table below to learn what happens when you have a negative exponent. Right to left on the table, you are multiplying the value by 10. For example, if you look at  $10^2$  and go to the box to the left, you have to multiply it by 10, giving you  $10^3$ . The next row you have to show the expression as a decimal, so  $10 \times 10 \times 10 = 1000.0$ . The bottom row you have to write it as a fraction and 1000 as a fraction is  $\frac{1000}{1}$ .

2. Complete the table below. Figure out what the question marks represent on the bottom of the table.

		$\cdot 10$	$\cdot 10$	$\cdot 10$	$\cdot 10$	$\cdot 10$	$\cdot 10$
using exponents	$10^3$	$10^2$	$10^1$				
as a decimal	1000.0			1.0		0.01	
as a fraction		$\frac{100}{1}$		$\frac{1}{1}$			$\frac{1}{1000}$
		$\cdot ?$	$\cdot ?$	$\cdot ?$	$\cdot ?$	$\cdot ?$	$\cdot ?$

### Numbers Raised to the Power of Zero

When we divided by expressions with the SAME BASE, all we had to do was subtract the two exponents and it would give us our answer. For example  $\frac{10^5}{10^2} = 10^{5-2} = 10^3$ . Use that information to complete the table.

expression	expanded	Power of 10
$\frac{10^5}{10^5}$		

What is any number raised to the power of zero?

## Exponents with Bases other than Ten

1. Complete the following table to show what it means to have an exponent with a power or zero or a negative exponent. HINT: The next blank column is going to have 8 as the value because  $8 \times 2 = 16$ . In exponent form it would be  $2^3$ .

		$\overset{2}{\curvearrowright}$							
value	16					$\frac{1}{2}$			
exponent form	$2^4$								
		$\underset{?}{\curvearrowleft}$							

2. Select **all** the expressions that are equivalent to  $4^{-3}$ .

- A. -12
- B.  $2^{-6}$
- C.  $\frac{1}{4^3}$
- D.  $\left(\frac{1}{4}\right) \cdot \left(\frac{1}{4}\right) \cdot \left(\frac{1}{4}\right)$
- E. 12
- F.  $(-4) \cdot (-4) \cdot (-4)$
- G.  $\frac{8^{-1}}{2^2}$

3. Write each expression using a single exponent.

- a.  $\frac{5^3}{5^6}$
- b.  $(14^3)^6$
- c.  $8^3 \cdot 8^6$
- d.  $\frac{16^6}{16^3}$
- e.  $(21^3)^{-6}$

If you are having difficulty with this worksheet, please reach out to Mr. Batista or Mr. McDonald. You can also search youtube for videos to help. Go to youtube and search for "Exponent Rules."

Week #: 2

Estimated Time to Complete: 3 hours

Instructions: Complete the following three worksheets: Single Digit Integer Times a Power of Ten and Scientific Notation, Multiplying and Dividing Scientific Notation, and Scientific Notation Word Problems

Single Digit Integer Times a Power of Ten and Scientific Notation - Week 5

You can use exponents and Powers of Tens to write very large and small numbers. We will start with easy numbers (single digit integer) then move on to numbers that are more difficult (scientific notation).

Single Digit Integer Times a Power of Ten

In the first example, we start with the expression  $5.0 \times 10^3$ . The  $10^3$  is equal to  $10 \times 10 \times 10$  which is 1000. And  $5.0 \times 1000 = 5000$ . Another way to look at it is, since the exponent is 3, the decimal is moved 3 times to make the number larger. So initially the number is 5.0, and when you move the decimal 3 times you get 5000.0.

1. Complete the Table

Expression	Expanded	Standard Form
$5.0 \times 10^3$	$5.0 \times 1000$	5000
	$7.0 \times 100000000$	
$8.0 \times 10^6$		
		90000000000

Scientific Notation

Scientific Notation is used in math and science to write very large or small numbers in a shorter way. Use the activity above and the completed rows below in order to complete the table. **MAKE SURE TO PAY ATTENTION TO THE POSITIVE AND NEGATIVE EXPONENTS.** The negative exponents make the numbers smaller and the positive exponents make the numbers larger.

Expression	Expanded	Standard form
$5.42 \times 10^4$	$5.42 \times 10000$	54200
$6.473 \times 10^{-5}$	$6.473 \times .00001$	.00006473
$4.2 \times 10^3$		
$9.53 \times 10^{-4}$		
	$6.573 \times 10000000$	
	$7.354 \times .001$	

If you are having difficulty with this worksheet, please reach out to Mr. Batista or Mr. McDonald. You can also search youtube for videos to help. Go to youtube and search for "Scientific Notation"

Multiplying Scientific Notation

Using #1 as an example, here is how we multiply numbers in Scientific Notation. Since we are multiplying we can rearrange the numbers, putting the decimals together and the powers of 10 together. So  $(1.08 \times 10^{-3})(9.3 \times 10^{-3})$  can be changed to  $(1.08 \times 9.3)(10^{-3} \times 10^{-3})$ . Now we multiply.  $(1.08 \times 9.3) = 10.044$  and  $(10^{-3} \times 10^{-3}) = 10^{-6}$ . Then we put them together and we are done  $10.044 \times 10^{-6}$ .

### Dividing Scientific Notation

The process of division is the same except you are dividing instead of multiplying. First you divide the decimals, then you divide the powers of 10.

Hint: Use your exponent rules when you are multiplying and dividing the powers of 10.

1)  $(1.08 \times 10^{-3})(9.3 \times 10^{-3})$

2)  $(2 \times 10^{-4})(8.1 \times 10^{-1})$

3)  $(2.32 \times 10^{-6})(4 \times 10^{-5})$

4)  $(3.48 \times 10^3)(9.8 \times 10^4)$

5)  $(7.1 \times 10^{-5})(6.7 \times 10^{-6})$

6)  $(6 \times 10^3)(9.91 \times 10^0)$

7)  $\frac{7.1 \times 10^6}{8.2 \times 10^1}$

8)  $\frac{5.4 \times 10^{-1}}{3.4 \times 10^1}$

9)  $\frac{4 \times 10^4}{3.63 \times 10^{-4}}$

10)  $\frac{9 \times 10^{-5}}{9.24 \times 10^{-6}}$

11)  $\frac{8.42 \times 10^3}{5 \times 10^2}$

12)  $\frac{8.9 \times 10^6}{8.4 \times 10^6}$

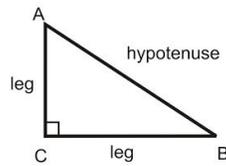


Estimated Time to Complete: 3 hours

Instructions: Complete the following three worksheets: Pythagorean Theorem Explanation, Pythagorean Theorem Word Problems, and Pythagorean Theorem Word Problems

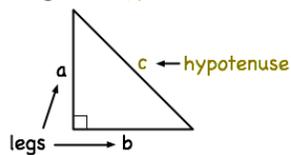
### Pythagorean Theorem - Week 6

The PYTHAGOREAN THEOREM is used to be able to find the missing length of a side of a RIGHT TRIANGLE. In a right triangle, there are two kinds of sides. They each have 2 LEGS and 1 HYPOTENUSE.

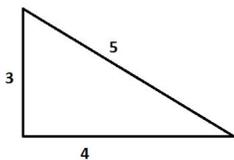


The HYPOTENUSE is always the longest side and is always the side across from the right angle. We label a right triangle with the letters A, B, & C. C is always the HYPOTENUSE and A&B are always the legs.

Legs and Hypotenuse:



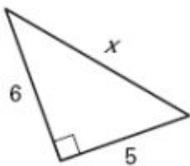
The formula for the PYTHAGOREAN THEOREM is  $a^2 + b^2 = c^2$ . What that means is that if you square each leg and add them together, they will equal the hypotenuse squared.



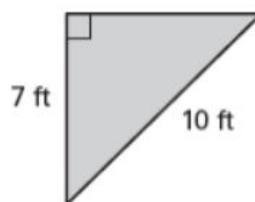
$$a^2 + b^2 = c^2 \rightarrow 3^2 + 4^2 = 5^2 \rightarrow 9 + 16 = 25 \rightarrow 25 = 25$$

Find the length of the missing sides of the following right triangles.

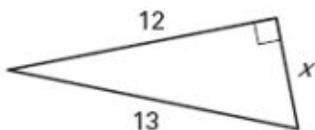
1.



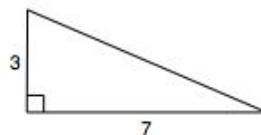
2.



3.



4.



Hint: Draw what the word problem is saying before trying to do the math.

1. The slide at the playground has a height of 6 feet. The base of the slide measured on the ground is 8 feet. What is the length of the sliding board?

2. The bottom of a 13-foot straight ladder is set into the ground 5 feet away from a wall. When the top of the ladder is leaned against the wall, what is the distance above the ground it will reach?

3. In shop class, you make a table. The sides of the table measure 36" and 18". If the diagonal of the table measures 43", is the table "square"? (In construction, the term "square" just means the table has *right angles* at the corners.)

4. In the Old West, settlers made tents out of a piece of cloth thrown over a clothesline and then secured to the ground with stakes forming an isosceles triangle. How long would the cloth have to be so that the opening of the tent was 6 feet high and 8 feet wide?

Hint: Draw what the word problem is saying before trying to do the math.

1. A baseball “diamond” is actually a square with sides of 90 feet. If a runner tries to steal second base, how far must the catcher, at home plate, throw to get the runner “out”? Given this information, explain why runners more often try to steal second base than third.
  
2. Your family wants to purchase a new laptop with a 17” widescreen. Since the 17 inches represents the diagonal measurement of the screen (upper corner to lower corner), you want to find out the actual dimensions of the laptop. When you measured the laptop at the store, the height was 10 inches, but you don’t remember the width. Calculate and describe how you could figure out the width of the laptop to the nearest tenth inch.
  
3. In construction, floor space must be planned for staircases. If the vertical distance between the first and second floors is 3.6 meters, and a contractor is using the standard step pattern of 28 cm wide for 18 cm high, then how many steps are needed to get from the first to the second floor and how much linear distance (ie “width” or “base”) will be needed for the staircase? What is the length of the railing that would be attached to these stairs?

## **8th Grade Social Studies**

Week #: 1

**Estimated Time to Complete:** 3 hours per week

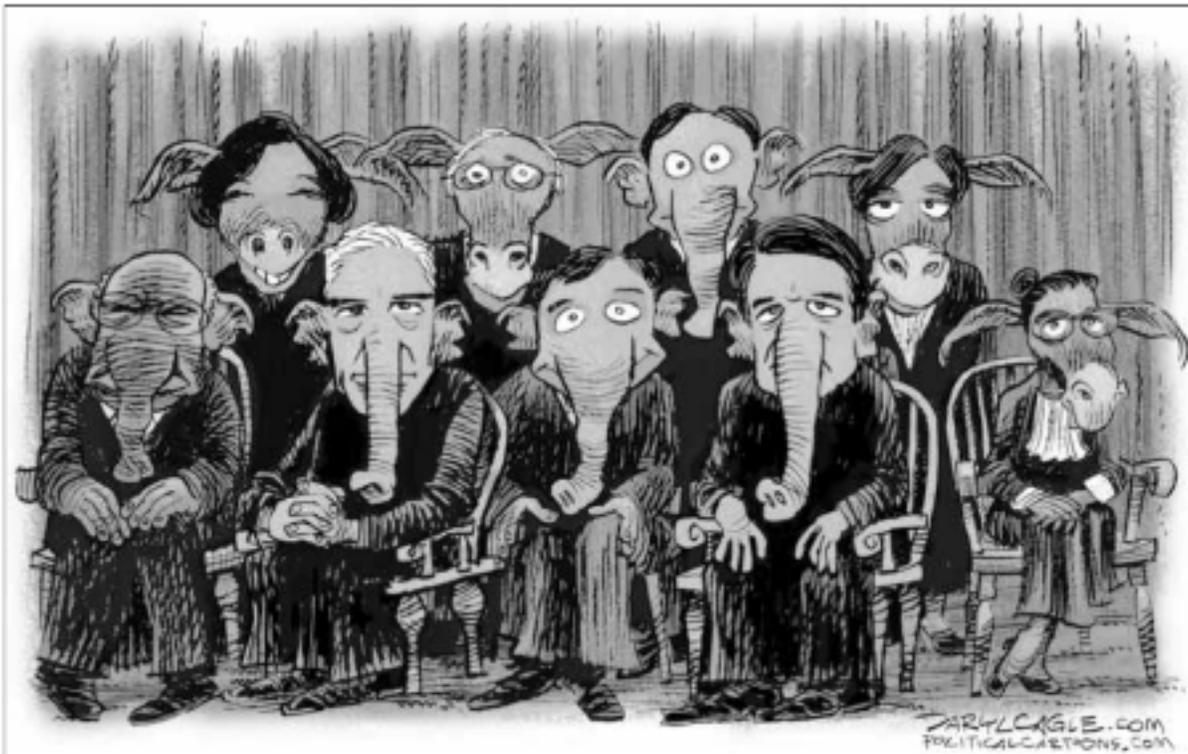
**Instructions:** Using the charts and graphs below, answer the following questions.

**Content Needed:** None. This is a review of previously learned material.

---

### **The Nine Justices**

The balance of power on the U.S. Supreme Court was changed in 2018. This cartoon uses common symbols of the two main political parties - the donkey for Democrats and the elephant for Republicans. The back row shows Justices Sonia Sotomayor, Stephen G. Breyer, Samuel A. Alito, and Elena Kagan. The front row depicts justices Clarence Thomas, Neil M. Gorsuch, John G. Roberts, Jr., Brett Kavanaugh, and Ruth Bader Ginsburg. Study the cartoon and answer the questions below.



5/28/18 CAGLE POLITICAL CARTOONS.COM

1. How many women currently serve on the U.S. Supreme Court? What fraction of the justices are female?
2. How does the cartoon show the current balance of power on the Court? (Which party has control of the Supreme Court?)
3. Why do you think that the artist decided to use the symbols of donkeys and elephants to represent the justices?
4. What message do you think the cartoonist is trying to communicate?

## Federalism

**Directions:** Read the following section and then answer the following questions.

### Federalism:

Further limits on government arise from our federal system. Under federalism, as you have learned, power is shared by the national government and the states. Each level of government - national and state has independent authority over people at the same time.

#### Three Types of Power

In creating a federal system, the writers of the Constitution divided the powers of government into three types. The powers directly granted to the national government are called the **enumerated powers**. The word **enumerated** means "listed" or "spelled out". Enumerated powers are also called expressed powers.

There are certain powers that the Constitution does not give to the national government. Instead, they are set aside, or reserved, for the states. These **reserved powers** included regulating trade within state borders, setting up schools, and making rules for marriage and divorce.

The authority of the national and state governments overlap in some cases. Powers that both levels of government carry out are **concurrent powers**. Examples include collecting taxes, borrowing money, and setting up courts and prisons.

1. Define enumerated powers:
2. Define reserved powers:
3. Define concurrent powers:
4. What is an example of a reserved power?
5. What is an example of a concurrent power?
6. What characterizes the difference between powers limited to the national government and powers reserved for the states?

## Foundations of U.S. Government

**Directions:** For each section, either take notes on the required topics or answer the questions.

### Articles of Confederation

Article III.

The said states hereby severally enter into a firm league of friendship with each other, for their common defense, the security of their liberties, and their mutual and general welfare, bidding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretense whatever.

America's first form of government was the Articles of Confederation. More a treaty than a constitution, the Articles allowed each state to maintain its sovereignty.

1. How is a "firm league of friendship" different from the United States today?
2. What were some of the weaknesses of the Articles of Confederation? (HINT: What are some things NOT mentioned in the excerpt above?)

"In England, at this today, if elections were open to all classes of people, the property of landed proprietors would be insecure. Landholders ought to have a share in the government, to support these invaluable interestings, and to balance and check the other. They ought to be so constituted as to protect the minority of the opulent against the majority. The Senate, therefore, ought to be this body; and to answer these purposes, they ought to have permanency and stability." - James Madison, quotes in *Notes of the Secret Debates of the Federal Convention of 1787*

James Madison is known as "the Father of the Constitution" and took many notes during the Convention that help us understand the perspective of those crafting the government.

1. According to Madison, what was one purpose of the Senate?
2. Why does Madison believe that the Senate should be a permanent body?
3. What did Madison do to earn his nickname "Father of the Constitution"?

## 8th Grade Social Studies

Week #: 2

**Estimated Time to Complete:** 3 hours per week

**Instructions:** Using the charts and graphs below, answer the following questions.

**Content Needed:** None. This is a review of previously learned material.

---

### Tinker v. Des Moines

Many of the First Amendment rights that students have at public schools can be traced back to the 1969 U.S. Supreme Court ruling in *Tinker v. Des Moines*. That case involved Mary Beth Tinker, 13, and other students who sued their Iowa school district after being suspended for wearing black armbands to schools to protest the Vietnam War. The case eventually reached the Supreme Court, where the justices ruled in favor of the students. Read this excerpt from the ruling, written by Justice Abe Fortas and then answer the questions.

#### Supreme Court ruling, *Tinker v. Des Moines*, 1969

. . . First Amendment rights, applied in light of the special characteristics of the school environment, are available to teachers and students. It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate. . . .

The Court has repeatedly emphasized the need for affirming the comprehensive authority of the States and of school officials . . . to prescribe and control conduct in the schools. Our problem lies in the area where students in the exercise of First Amendment rights collide with the rules of the school authorities. . . .

In order for the State, in the [form] of school officials, to justify prohibition of a particular expression of opinion, it must be able to show that its action was caused by something more than a mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint. Certainly where there is no finding and no showing that engaging in the forbidden conduct would "materially and substantially interfere with the requirement of appropriate discipline in the operation of the school," the prohibition cannot be [allowed]. . . .

The record does not demonstrate any facts which might reasonably have led school authorities to forecast substantial disruption of or material interference with school activities, and no disturbances or disorders on the school premises in fact occurred. [The students] merely went about their [usual day] in school.

Their deviation consisted only in wearing on their sleeve a band of black cloth . . . to exhibit their disapproval of the Vietnam hostilities and their advocacy of a truce. . . . They neither interrupted school activities nor sought to intrude in the school affairs or the lives of others. They caused discussion outside of the classrooms, but no interference with work and no disorder. In the circumstances, our Constitution does not permit officials of the State to deny their form of expression.

1. According to the decision, under what circumstances can public schools justify an action that limits students' free speech?
2. What limits does Justice Abe Fortas put on his own argument that students and teachers don't "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate"?
3. According to Fortas, what evidence is missing that would have supported the students' suspension?
4. Summarize the Court's decision regarding students' First Amendment rights at public schools.

5. What are some examples of speech that might be protected in public schools? Use evidence from the Court's opinion to explain your answer.

## Foundations of U.S. Government

**Directions:** For each section, either take notes on the required topics or answer the questions.

“All communities divide themselves into the few and the many. The first are the rich and well born, the other the mass of the people. The voice of the people has been said to be the voice of God; and however generally this maxim has been quoted and believed, it is not true in fact. The people are turbulent and changing; they seldom judge or determine right. Give therefore to the first class a distinct, permanent share in the government. They will check the unsteadiness of the second, and as they cannot receive any advantage by a change, they therefore will ever maintain good government. Can a democratic assembly, who usually revolve in the mass of the people, be supposed steadily to pursue the public good? Nothing but a permanent body can check the imprudence of democracy.” - Alexander Hamilton, quoted in *Notes of the Secret Debates of the Federal Convention of 1787*

Alexander Hamilton was a delegate from New York and introduced his own plan to counter the New Jersey and Virginia Plan. The New Jersey Plan called for a one-house legislature where each state would have one vote. The Virginia Plan called for a two-house legislature where each state would have representation based on the state’s population.

1. How does Hamilton characterize the general population?
2. Do you think that Hamilton would have supported the New Jersey or the Virginia Plan? Why? Use evidence from the text to support your answer.

One of the biggest disagreements during the Constitutional Convention was how slaves should be counted as part of the population. The Three-Fifths Compromise allowed for states to count slaves as three-fifths of their population.

The Three-Fifths Compromise is found in Article 1, Section 2, Clause 3 of the United States Constitution, which reads:

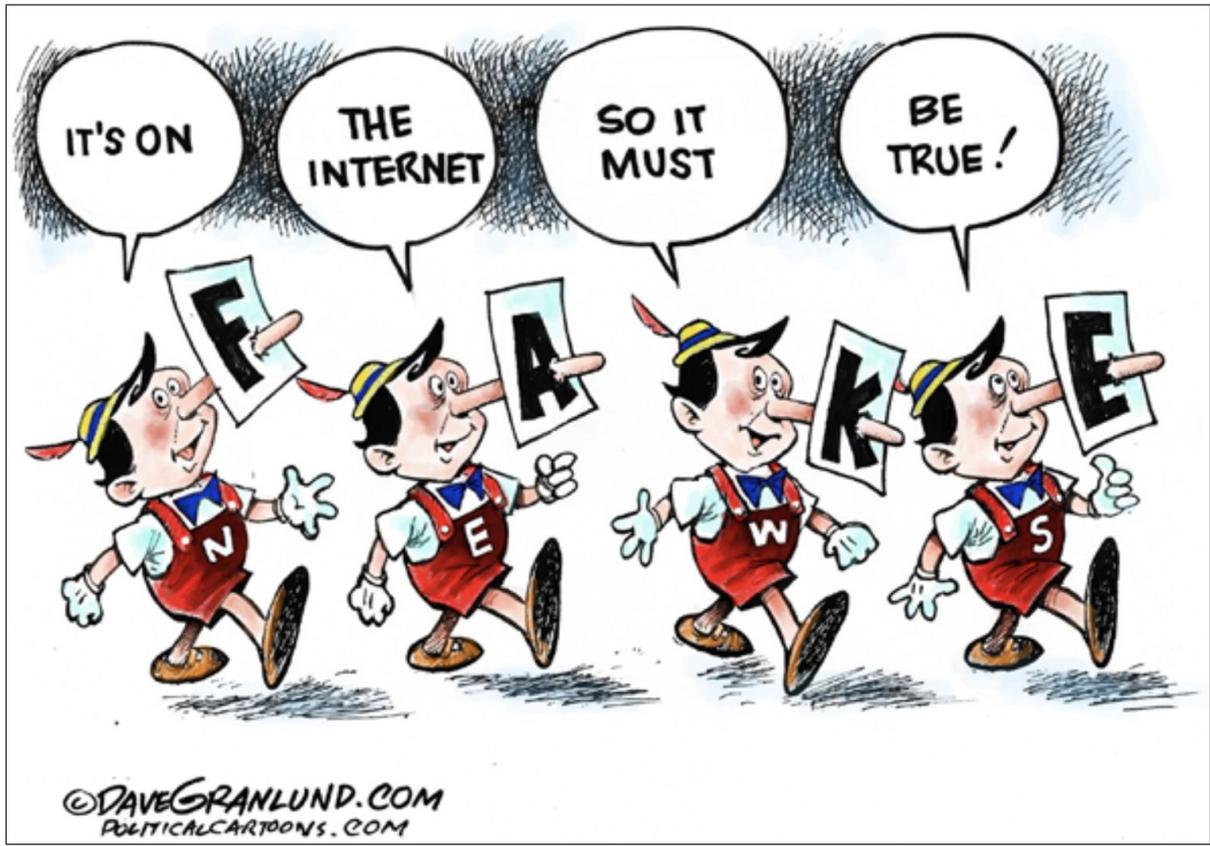
Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other persons.

1. In 1860, there were about 400,00 enslaved people and 300,00 free people in Mississippi. What was its population total for representation in Congress?
2. What was the reasoning behind this compromise? Do you feel it is sound reasoning?

## Fake News Political Cartoon

A political cartoon is a cartoon that makes a point about a political issue or event. You can find them in any daily newspaper, but they won't be in the comics section. Instead, look on the editorial pages – they're right next to the editorial columns, and across from the opinion essays. You can also find them in newsmagazines and on political Web sites. - *Library of Congress website*

Using the cartoon below, answer the questions below.



1. Who are the characters in the cartoon? Why might the cartoonist have included them?
2. What do the characters represent in this cartoon? How can you tell?
3. What point is the cartoonist trying to make? (Hint: Look at the speech bubbles above the characters.)
4. Write a headline for the cartoon that explains its message.
5. Why do you think it is important to check where your news sources come from?

## **8th Grade Social Studies**

Week #: 3

**Estimated Time to Complete:** 3 hours per week

**Instructions:** Using the charts and graphs below, answer the following questions.

**Content Needed:** None. This is a review of previously learned material.

---

### **Rights and Responsibilities of U.S. Citizens**

The website of the U.S. Citizenship and Immigration Services (USCIS) is a rich source of information about the requirements and process of becoming a citizen. It also provides a chart listing “several rights and responsibilities that all citizens should exercise and respect,” regardless of whether they are birthright or naturalized citizens. Study the chart and then answer the questions below.

<b>Rights</b>	<b>Responsibilities</b>
Freedom to express yourself	Support and defend the Constitution
Freedom to worship as you wish	Stay informed of the issues affecting your community
Right to a prompt, fair trial by jury	Participate in the democratic process
Right to vote in elections for public officials	Respect and obey federal, state, and local laws
Right to apply for federal employment requiring U.S. citizenship	Respect the rights, beliefs, and opinions of others
Right to run for elected office	Participate in your local community
Freedom to pursue “life, liberty, and the pursuit of happiness”	Pay income and other taxes honestly, and on time, to federal, state, and local authorities
	Serve on a jury when called upon
	Defend the country if the need should arise

1. What is the difference between rights and responsibilities?
2. What are some examples of participating in the democratic process?
3. Why do you suppose participating in the democratic process is considered a responsibility rather than a right?
4. Which do you consider to be the most important responsibility of a citizen? Why?
5. Which do you think would be harder to do; exercising the rights or complying with the responsibility? Explain your thinking.

## Should Voter Registration be Automatic?

**Directions:** Read the following debate and then answer the question in a paragraph of 5-7 sentences. Be sure to include **AT LEAST 2** reasons that explain if you think voter registration should be automatic or not.

Every four years, American citizens face a huge responsibility: choose the next U.S. president. Yet voter turnout has been low for decades. In the 2016 presidential election, for example, only about 60 percent of eligible voters cast ballots. How can we get more Americans to participate in our democracy? One key way, some people say, would be making it easier to register to vote. To cast a ballot, Americans need to have registered in advance; in some states, months beforehand. In most cases, people can register only online, through the mail, or in person at a state government agency. Instead of putting that burden on citizens, a few states have started automatically registering people to vote when they for a driver's license through the Department of Motor Vehicles (DMV). Supporters of this system say that it's fast and easy and should be adopted nationwide. But opponents of expanding the use of automatic voter registration across the country won't fix low voter turnout. Being registered, they say, is no guarantee that people will actually make the effort to vote. Should more states implement automatic voter registration? Two experts weigh in.

### YES

Voting is the foundation of American democracy, and registering to vote is one of the first steps toward participating. Registering shouldn't be a barrier to electing representatives or supporting policies we believe in. That's why we should make voter registration automatic in every state.

Here's how the process works: When people get or renew their driver's license, the DMV informs them that their name, birth date, address, and other personal information will be used to register them to vote (unless they say they don't want to register). Each person's information is then electronically transferred to election officials.

This streamlined process saves states money, makes voter lists more accurate (in part by reducing errors caused by processing paper forms by hand), and could help register 50 million additional voters across the country.

In 2016, Oregon became the first state in the nation to start registering voters automatically. As a result, more than 390,000 new voters were registered. And in the 2018 [midterm election](#), 68 percent of Oregon's eligible voters cast ballots—up from 53 percent in the previous midterm election. So far, 16 states and the District of Columbia have approved using this approach to register eligible voters.

The government should make registering to vote as simple and fast as possible. Unfortunately, the current process in many states is much more complicated than it needs to be. Expanding the use of automatic voter registration would make it easier for people across the country to vote—and therefore would improve American democracy. It's already working in some states. Let's adopt it nationwide.

—MYRNA PÉREZ

Director, Voting Rights & Elections Program, Brennan Center for Justice

### NO

Most Americans agree that voter turnout is lower than it should be. But expanding automatic voter registration will do little to fix that problem. About one-third of states already have some form of automatic voter registration. Some have seen an increase in the number of registered voters. But there's little evidence it has caused a spike in turnout rates—and that's the measure that really matters.

Expanding the use of automatic voter registration won't make a big impact, because it targets the wrong problem. The issue isn't that there are too many barriers to casting a ballot. The main reason so many Americans don't vote is that they think voting isn't important.

The problem isn't that voting is too hard. It's that many Americans think it isn't important.

People should be willing to put up with some degree of inconvenience to exercise their right to vote. This is, after all, a right for which countless people have fought and died throughout the centuries. In some countries, people aren't allowed to vote at all. Yet many Americans who would wait hours in line at an Apple store to buy the new iPhone won't wait 30 minutes outside a voting booth to cast a ballot.

More Americans should think of registering as an important aspect of the democratic process—and a key part of their civic duty. Rather than debating whether to institute automatic voter registration nationwide, we should do a better job of encouraging all eligible voters to cast ballots—and making sure they understand why voting is important in the first place.

We're thinking about civic participation the wrong way if we're focused on formal barriers to voting instead of the barriers we create ourselves by not stepping up and exercising our right to vote.

—Stephen Eide

Senior Fellow, Manhattan Institute for Policy Research

### Should Voter Registration be Automatic?

**Directions:** Now it's your turn! Answer the question in a paragraph of 5-7 sentences. Be sure to include **AT LEAST 2** reasons that explain if you think voter registration should be automatic or not.

# MS Science

Week #: 1

Estimated Time to Complete: 1-2 hours

Instructions: Follow the directions under each section.

Content Needed: Review of chemistry and intro to biology/life science.

## Reading Nutrition Labels Part 1

People look at food labels for a variety of reasons. But whatever the reason, many consumers would like to know how to use this information more effectively and easily. The following label-reading skills are intended to make it easier for you to use the Nutrition Facts labels to make quick, informed food decisions to help you choose a healthy diet.

**1.** Serving Information →

**2.** Calories →

**3.** Nutrients →

**4.** Quick Guide to percent Daily Value (%DV)  
 • 5% or less is **low**  
 • 20% or more is **high**

Nutrition Facts	
4 servings per container	
<b>Serving size 1 cup (227g)</b>	
<b>Amount per serving</b>	
<b>Calories 280</b>	
	<b>% Daily Value*</b>
<b>Total Fat</b> 9g	<b>12%</b>
Saturated Fat 4.5g	<b>23%</b>
Trans Fat 0g	
<b>Cholesterol</b> 35mg	<b>12%</b>
<b>Sodium</b> 850mg	<b>37%</b>
<b>Total Carbohydrate</b> 34g	<b>12%</b>
Dietary Fiber 4g	<b>14%</b>
Total Sugars 6g	
includes 0g Added Sugars	<b>0%</b>
<b>Protein</b> 15g	
Vitamin D 0mcg	0%
Calcium 320mg	25%
Iron 1.6mg	8%
Potassium 510mg	10%

\*The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

**Directions:** Choose 3 different foods from your house and fill in the table with their nutritional information.

	Item #1	Item #2	Item #3
Name of Food Item			
Serving Size			
Calories per serving			
Total Fat			
Trans fat			
Sodium			
Total Carbohydrate			
Total Sugars			
Total Protein			

## Reading Nutrition Labels Part 2

**Directions:** Answer the following questions based on the food items you chose in Part 2.

1. Which of your food choices had the most calories? For the amount of energy in this food, is it filling?

2. Which of your food choices had the most carbohydrates? Least?

3. Which of your food choices had the most sugar? Least?

4. Which of your food choices had the most protein? Least?

5. If you ever walked down a grocery aisle, you'll see food packages making all kinds of claims. *Fat free!* *Lite!* *Low carb!* But does that necessarily mean these products are healthy for you? Answer the following questions below to think through this!

- a. For food item #1- what claims/designs are on the package that would make you want to eat it?

- b. For food item #2- what claims/designs are on the package that would make you want to eat it?

- c. For food item #3- what claims/designs are on the package that would make you want to eat it?

6. Of your 3 food items, which would you argue is the healthiest?

a. Make a claim.

Food item # \_\_\_\_\_, is the healthiest food option of the 3 items I chose.

b. Provide 3 pieces of evidence to support your claim that the food item you chose is the healthiest.

1.

2.

3.

c. Why do each of these pieces of evidence support the claim that your food item is the healthiest?

## MS Science

Week #: 2

Estimated Time to Complete: Approximately 1 hour

Instructions: Read the following article and use the Science Close Read protocol below:

Content Needed:

### Science Close Read

- 1. Close Read:** Read with a pencil/highlighter in hand, and annotate the text.
  - Annotating *means* underlining or highlighting key words and phrases—anything that strikes you as surprising or important, or that raises questions.
  - Annotating *includes* writing your thoughts and reactions in the margins next to what you have highlighted or underlined. These need to be rich comments. Rich comments might begin with the word, what or why or any of the phrases that could also be used to start your reflection statement.
  - Highlight or circle words you don't know, and look them up! Write down the definition in the margin next to the word.
- 2. Summary Statement:** Write a summary statement for the article in which you include:
  - the author, title, and source
  - a summary verb
  - the sentence completed with the main idea of the article
  - The summary statement is 25 words or less; the author/title/source counts as **1** word.
  - At the end of your statement, write the number of words in your statement and circled it.
- 3. Reflection Statement:** Use one of the following sentence starters and write a brief 1-2 sentence reflection statement for the article.

A) I noticed. . .	E) I'd like to know. . .
B) I wonder. . .	F) I realized. . .
C) I was reminded of. . .	G) If I were. . .
D) I am surprised that. . .	H) I am not sure. . .

### What Makes a Biome?

A biome is a community of plants and animals in a certain climate, and each biome has lifeforms that are characteristic of that place. For instance, the plants and animals that inhabit the Amazon rain forest are completely distinct from those in the Arctic tundra. However, not everyone agrees on exactly what constitutes a biome, and defining them presents a challenge.

Biomes are sometimes confused with habitats and ecosystems, but there are differences between them. Ecosystems focus on the way plants and animals, called biota, interact with the environment. The way nutrients and energy flow helps define ecosystems. A single biome can have multiple ecosystems within it. A habitat is specific to the area a population or species lives in. Biomes describe life on a much larger scale than either habitats or ecosystems.

## **Defining Biomes**

Frederic E. Clements was an ecologist who studied the relationship between living things and their surroundings. He first used the term biome in 1916 and later worked with another ecologist, named Victor Shelford, to expand the definition of biome. By 1963, they were able to define the tundra, coniferous forest, deciduous forest, grassland and desert as different biomes.

Biomes are different because of the organisms that live there and the climate of the area. The organisms within a biome also share adaptations for that particular environment. Adaptation is the process of change that a species goes through to become better suited for its environment. Climate is also a major factor in determining the types of life that reside in a particular biome. Several factors influence climate, such as latitude, geographic features and how atmospheric conditions affect heat and moisture.

Not all scientists agree about the number of defined biomes. Most agree that climate and the organisms that live there are important. But some do not think things like human activity and biodiversity, which is the variety of life forms that exist in a place, should be included in biome definitions. The main types of biomes that come out of the different definitions are tundra, desert, grassland, coniferous forest, deciduous forest, tropical rainforest and aquatic biomes.

## **Tundra Biomes**

The tundra is located at the northernmost parts of the globe. It is defined by long, cold winters and cool summers. The animals and plants that reside here have evolved adaptations, such as thick fur and the ability to hibernate, that allow them to survive in the frigid environment.

## **Desert Biomes**

Deserts are defined by dryness, and can be located in both cold and warm climates. Life in these areas is adapted to a lack of water and nutrients.

## **Grassland Biomes**

The grassland biome can be found on every continent except Antarctica. It is characterized as being flat and grassy, with very little tree cover. Large mammals that graze, such as elephants or bison, inhabit these areas, along with small mammals, birds and predators.

## **Coniferous Forest Biomes**

Coniferous forests are also known as taigas or boreal forests. These areas experience long, cold winters, short summers and heavy precipitation. The primary vegetation types are conifers and evergreen trees. Sometimes this category is split into another category known as the temperate forest, where temperatures are not as cold. One example of this warmer forest would be the North American west coast, a humid forest system home to redwoods and cedars.

## **Deciduous Forest Biomes**

Deciduous forests are located in eastern North America, western Europe and northeastern Asia. This biome is marked by broad-leafed trees, such as maple and oak, that lose their leaves seasonally as the temperatures begin to drop. Overall, these regions are temperate, that is, they have mild temperatures, but still have a distinct winter season.

### **Tropical Rain Forest Biomes**

Tropical rain forests in equatorial regions are warm and wet with diverse vegetation that forms a canopy. The uppermost trees and branches in a forest form a kind of roof -- this is a canopy. Leaf litter on the ground and the humid conditions create a layer of nutrients above the low-quality soil, which allows for the growth of a wide variety of vegetation. Tropical rainforests are famous for hosting vast amounts of biodiversity.

### **Aquatic Biomes**

There are numerous ways to classify aquatic biomes. Often freshwater and saltwater biomes are defined separately using factors such as depth, temperature and salinity. Terrestrial biomes, or land biomes, are typically classified by vegetation types, but this method can be difficult to apply to aquatic environments. They do not have as much visible plant life.

Although biomes are often thought of as distinctly separate regions, in reality, they are not isolated from one another. Biomes do not typically have exact boundaries, but instead, there are frequently transition zones between biomes. These zones are referred to as ecotones, and they can be naturally occurring or created by humans.

Many biome definitions exclude humans. However, some scientists believe that human presence is an important part in defining biomes. They are of the opinion that most biomes are actually primarily influenced by humans. Scientists are also beginning to recognize how the results of human activities, such as habitat destruction and climate change, will change how biomes are defined in the future.

## **MS Science**

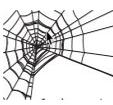
Week #: 3

Estimated Time to Complete: Approximately 1-3 hours

Instructions: You are going on a Nature Scavenger Hunt! You may do this scavenger hunt outside, following all guidelines of wearing a face covering, etc.. or you may look out your windows to try and find these items. The first 20 students who complete this assignment will get a special card mailed to them from Ms. Zannelli, the District Science Supervisor. Good Luck!!

Rules:

- 1) Look out your window, or go outside with your phone or a piece of paper.
- 2) Look for an item on your Bingo Board. Some items have pictures to help you find them.
- 3) When you find something on your Bingo Board, take a picture with your phone, or sketch a picture of what you found.
- 4) You are NOT allowed to use the same picture more than 1 time!
- 5) Label your Bingo Board with the date, time and location you found the item.
- 6) Send the picture or a copy of your sketch to your teacher immediately, so they can see what you have found, and play along.
- 7) When you have “Bingo” (filled all the boxes in a straight line- across, down, or diagonally), email your teacher a picture of your completed Bingo board with your name, and current address, so they can notify Ms. Zannelli

N	A	T	U	R	E
<b>Three</b> different colored rocks	<b>Two</b> acorns	<b>Three</b> different types of mammal	<b>One</b> green animal	<b>One</b> variegated leaf ( a leaf with light and dark colors in a pattern) 	<b>Two</b> different types of mushrooms
<b>One</b> bird on the ground walking, looking for food	<b>One</b> spider's web 	<b>One</b> simple pinnate leaf 	<b>Two</b> different colored butterflies	<b>One</b> flower growing out of the sidewalk	<b>Three</b> different colored tulip flowers
<b>Three</b> different types of flowers	<b>One</b> piece of litter- take a picture of you picking it up and throwing it away properly	<b>Two</b> birds singing	<b>Two</b> flowering trees of different colors	<b>One</b> living worm	<b>Two</b> benches to sit on
<b>Two</b> leaves with serrated edges (jagged/pointy edges) 	Moss on a log	<b>One</b> active nest in a tree	<b>Three</b> different colored birds	<b>Two</b> different sizes of ant	<b>One</b> caterpillar
<b>One</b> chipmunk looking for food	<b>Three</b> simple pinnate leaves 	<b>Two</b> different shaped pine cones	<b>Three</b> different types of flying insects (be careful not to get stung!!)	<b>Two</b> simple leaves with lobes 	<b>Two</b> different types of clouds.
<b>One</b> yellow item, <b>two</b> red items, <b>one</b> white item. Can be animal, vegetable or mineral	<b>One</b> grey squirrel eating a nut	<b>One</b> Cardinal	<b>one</b> four leaf clover	<b>One</b> bud on a tree	<b>Five</b> leaves with galls  Bumps on leaf where insects have laid eggs, the leaf has a growth or

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## What is a vaccine?

By Lindsey Konkel  
2017

*In this informational text, Lindsey Konkel describes what a vaccine is and how it affects your body. As you read, take notes on how the human body responds to a vaccine.*

The immune system is the body's natural defense against germs. When a germ invades, the immune system sends special cells to fight it off. Sometimes, though, the immune system is not naturally strong enough to prevent a disease from seriously harming someone or even killing them. But there's a way to give the immune system a boost. It's known as a vaccine.

Vaccines are substances that prepare the immune system to fight a disease-causing germ or other pathogen by imitating an infection. They trick the immune system into making a "memory" of that germ without ever having to fight the real germ in the first place. Now, when the immune system encounters the real pathogen — whether it's a virus, bacterium, or other microbe — it is ready to attack it. As a result, the vaccinated person doesn't get sick.

Before vaccines, many children suffered from debilitating<sup>1</sup> — and killer — illnesses such as measles, polio, smallpox, and diphtheria. A simple scratch could be deadly if it became infected with the bacteria responsible for tetanus (or "lockjaw"). Vaccines, though, have changed

this. Smallpox is completely gone from the world, and polio nearly so. Outbreaks of measles and diphtheria are rare, especially in the United States. Tetanus infections continue to decline worldwide.

Vaccinations also can help protect people who can't be vaccinated. These might be babies who are too young to receive a vaccine. Or there might be people who are too ill or too old to be vaccinated. When enough people in a community are vaccinated against a particular contagious<sup>2</sup> disease, there's little opportunity for that disease to spread from person to person. Doctors call this type of community protection "herd immunity."



*"Flu Vaccination Grippe" by Daniel Paquet is licensed under CC BY 2.0*

## How vaccines work

The body is designed to fight off foreign invaders, such as germs. To do this, it needs to be able to distinguish<sup>3</sup> elements of itself from outside agents (nonself). This is the immune system's job — to recognize self from nonself. To achieve this, the immune system is always on the lookout for evidence of foreign stuff, or what scientists refer to as antigens.

Pathogens are covered with tiny particles. Since they look unfamiliar to the human body, the immune system calls out its antigen attack squads. Those antigens are specific to a particular germ. A flu virus and a measles virus, for instance, have different antigens. Even two different types of flu viruses may contain somewhat different antigens.

So when a pathogen enters the body, the immune system dispatches<sup>4</sup> special molecules — antibodies. These Y-shaped proteins patrol for particular antigens. When they find the ones they are trained to deal with, the antibodies go to work. They have two jobs. One is to disarm the threat by locking onto the antigens. This stops the germs from doing further harm. The antibodies also signal other immune cells to come to the site of the infection. Those other immune cells destroy the germs and remove them from the body. This entire process can take several days from the first time the body encounters a new type of germ.

Once an infection goes away, however, it won't be forgotten. The immune system has stored a "memory" of the pathogen's antigens in what are called B cells. These memory cells make antibodies designed to recognize and lock up the antigens for that specific germ. So if the same germ enters the body again, these new antibodies can now recognize it right away. They can direct the immune system to destroy and remove the germ from the body before it multiplies and forms an infection.

This protection against previous illnesses is called immunity. And it's why a child who had chickenpox as a child won't ever come down with that illness again.

One way to build immunity is through infection. A person who survives Ebola, for instance, will never suffer through that disease again. But since infection can damage or kill someone, the second way to build immunity — with a vaccine — is the safer option when it is available. (Scientists haven't yet developed vaccines against every disease. Ebola is one disease for which no vaccine yet exists.)

Some vaccines are made from a weakened form of a disease-causing germ. Others are made from dead or deactivated forms of the germ. Most vaccines are given by injection. Some can be given by mouth or as a nasal spray.

The vaccine won't cause disease, because the weakened germ can no longer copy itself to release new germs inside the body. The immune system, though, doesn't know that the germ's mimic (or vaccine) is weakened or dead. All it sees are the antigens signaling a now-familiar invader. It sends antibodies and other immune cells to stop and destroy the invader. The antibodies "remember" the germ. This creates immunity against future infections with the same type of germ.

Some antibodies protect for a lifetime. Other times, the immune system's memory of a germ can fade over time. When this happens, immunity can falter and leave a person vulnerable to infection. In these cases, the immune system needs a reminder. These reminders are called boosters. Tetanus is an example. Doctors recommend a tetanus booster every 10 years to maintain good immunity against the disease.

Some germs also change substantially<sup>5</sup> over time — evolve — creating new antigens. Influenza viruses are well known for doing this. Now the old antibodies may no longer recognize the new form of the germ (and antigens) and therefore fail to protect against it. That's why flu vaccines must be given every year. Each new vaccine deals with the latest versions of these ever-changing viruses.

- 
1. PART A: Which statement best expresses the central idea of the text?
    - A. Vaccines can be a dangerous way to protect the body from diseases, as you have to initially expose the body to disease.
    - B. Vaccines are not necessary to protect against diseases, as the body will automatically remember certain diseases and protect against them.
    - C. The immune system struggles to remember viruses that it has experienced and needs the help of vaccines to make memories of them.
    - D. A vaccine is developed by familiarizing your body with a pathogen so that it can recognize it and keep it from spreading within you and to others.
  
  2. PART B: Which detail from the text best supports the answer to Part A?
    - A. "Before vaccines, many children suffered from debilitating — and killer — illnesses such as measles, polio, smallpox and diphtheria." (Paragraph 3)
    - B. "The body is designed to fight off foreign invaders, such as germs. To do this, it needs to be able to distinguish elements of itself from outside agents (nonself)." (Paragraph 5)
    - C. "The antibodies 'remember' the germ. This creates immunity against future infections with the same type of germ." (Paragraph 12)
    - D. "Now the old antibodies may no longer recognize the new form of the germ (and antigens) and therefore fail to protect against it." (Paragraph 14)
  
  3. How does paragraph 3 contribute to the development of ideas in the text?
    - A. It emphasizes the positive impact that vaccines have had on people's overall health.
    - B. It shows how potentially dangerous some diseases can be to people.
    - C. It reveals that not everyone takes vaccines to protect against these diseases.
    - D. It stresses how some diseases continue to persist despite vaccines.
  
  4. What is the author's purpose in the article?
    - A. to encourage people to get as many vaccines as they can
    - B. to explain how vaccines help the immune system
    - C. to warn people about the dangers of not taking vaccines
    - D. to emphasize the incredible abilities of the immune system
  
  1. Have you ever received a flu vaccine? If so, what did it feel like? Did the vaccine successfully protect you from the flu?
  
  2. In the text, the author describes the benefits of receiving vaccines. Are there disadvantages? Why do you think some people might choose not to get vaccinated?

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Ruthless

By William DeMille  
1945

*William DeMille (1878-1955) was an American writer, most well-known for screenwriting and film directing. In this short story, a man sets a deadly trap for a suspected thief. **Skill Focus:** In this lesson, you'll practice analyzing how a character's choices and actions affect plot development. This means paying attention to how characters react to specific dialogue or events and how those reactions move the story forward. As you read, take notes on Judson's dialogue and actions and how these lead to the story's conclusion.*

Outside, the woods lay basking<sup>1</sup> in clear October sunlight; trees a riot<sup>2</sup> of color, air full of Autumn's tang<sup>3</sup> and the sharp, exciting smell of moist, leaf-covered earth.

Inside, a man smiled grimly as he turned from the bathroom cabinet, entered the expensively primitive<sup>4</sup> living room of his mountain camp, and crossed to a closet set in the pine wall. It was his special closet, with a spring lock and in it he kept guns, ammunition, fishing-rods, tackle<sup>5</sup> and liquor. Not even his wife was allowed to have a key, for Judson Webb loved his personal possessions and felt a sense of deep outrage if they were touched by any hand but his own. The closet door stood open; he had been packing his things away for the Winter, and in a few minutes would be driving back to civilization.



*"pi'sa"* by Kevin O'Mara is licensed under CC BY-NC-ND 2.0

As he looked at the shelf on which the liquor stood his smile was not attractive. All the bottles were unopened except one quart of Bourbon which was placed invitingly in front, a whiskey glass by its side. This bottle was less than half full. As he took it from the shelf his wife spoke from the adjoining bedroom:

"I'm all packed, Judson," she said. "Hasn't Alec come to turn the water off and get the keys?"

Alec lived about a mile down the road and acted as a caretaker for the city folks when they were away.

"He's down at the lake taking the boats out of water. Said he'd be back in half an hour."

Marcia came into the room carrying her suitcase. But she paused in surprise as she saw the bottle in her husband's hand.

"Judson!" she exclaimed, "you're not taking a drink at ten o'clock in the morning?"

"You wrong me, my dear," he chuckled, "I'm not taking anything out of this bottle: I am merely putting a little kick into it."

His closed hand opened and he put upon the table two tiny white pellets<sup>6</sup> as he started to uncork<sup>7</sup> the whiskey. Her eyes narrowed as she watched him. She had learned to dread that tone of his voice; it was the tone he used when he was planning to "put something over"<sup>8</sup> in a business deal.

"Whoever broke into my closet last Winter and stole my liquor will probably try it again once we are out of here," he went on, "only this time he'll wish he hadn't."

She caught her breath at the cruel **vindictiveness** of his manner as one by one he dropped the tablets into the bottle and held it up to watch them dissolve.

"What are they?" she asked, "something to make him sick?"

"And how!" He seemed fascinated as he saw the **genial** Bourbon change into a **lethal** dose: "At least no one has found an antidote:<sup>9</sup> once it's down it's curtains."<sup>10</sup> He corked his bottled vengeance and set it back on the shelf alongside the little whiskey glass.

"Everything nice and handy," he remarked approvingly. "Now, Mr. Thief, when you break in, drink hearty;<sup>11</sup> I won't begrudge<sup>12</sup> you this one."

The woman's face was pale. "Don't do it, Judson," she gasped. "It's horrible — it's murder."

"The law doesn't call it murder if I shoot a thief who is entering my house by force," he said harshly. "Also, the use of rat poison is quite legal. The only way any rat can get into this closet is to break in. What happens then is his affair, not mine."

"Don't do it, Judson," she begged. "The law doesn't punish burglary by death; so what right have you—"

"When it comes to protecting my property I make my own laws." His deep voice suggested a big dog growling at threatened loss of a bone.

"But all they did was to steal a little liquor," she pleaded. "Probably some boys off on a lark."<sup>13</sup> They didn't do any real damage."

"That's not the point," he said. "If a man holds me up and robs me of five dollars it makes me just as sore as if he took a hundred. A thief's a thief."

She made one last effort. "We won't be here till next spring. I can't bear to think of that deathtrap<sup>14</sup> waiting there all the time. Suppose something happens to us — and no one knows —"

He chuckled once more at her words. "We'll take a chance on that," he said. "I've made my pile<sup>15</sup> by taking chances. If I should die, you can do as you please. The stuff will be yours."

It was useless to argue, she knew. He had always been ruthless in business and whenever anything crossed him. Things had to be done his way. She turned toward the outer door with a sigh of defeat. "I'll walk down the road and say good bye at the farmhouse," she said quietly. "You can pick me up there." She had made up her mind to tell Alec's wife. Someone had to know.

"Okay, my dear," he smiled **genially**, "and don't worry about your poor, abused little burglar. No one is going to get hurt who hasn't got it coming to him."

As she went down the path he started to close the closet door; then paused as he remembered his hunting boots drying outside on the porch. They belonged in the closet, so leaving the door open he went to fetch them from the heavy, rustic<sup>16</sup> table on which they stood, along with his bag and top coat.

Alec was coming up from the lake and waved to him from a distance. A chipmunk, hearing Judson's heavy tread, abandoned the acorn he was about to add to his store within the cabin wall and disappeared, like an electric bulb burning out. Judson, reaching for his boots, stepped fairly upon the acorn, his foot slid from under him and his head struck the massive table as he fell.

Several minutes later he began to regain his senses. Alec's strong arm was supporting his as he lay on the porch and a kindly voice was saying: "Twarn't<sup>17</sup> much of a fall, Mr. Webb. You aren't cut none; jest knocked out for a minute. Here, take this; it'll pull you together."

A small whiskey glass was pressed to his lips. Dazed and half-conscious, he drank.

- 
1. **What event sets the main action of the story in motion?**
    - A. Judson forgetting his boots
    - B. Marcia's departure for Alec's house
    - C. the theft of some of Judson's liquor
    - D. the end of the summer vacation season
  
  2. **How does Alec's arrival at the cabin affect the events of the story?**
    - A. It leads to Marcia leaving her husband.
    - B. It leads to Judson drinking poisoned whiskey.
    - C. It leads to the theft of some of Judson's liquor.
    - D. It leads to an argument between Judson and Marcia.
  
  3. **Which of the following actions causes Marcia's fear?**
    - A. "he turned from the bathroom cabinet, entered the expensively primitive living room of his mountain camp, and crossed to a closet set in the pine wall" (Paragraph 2)
    - B. "he had been packing his things away for the Winter, and in a few minutes would be driving back to civilization" (Paragraph 2)
    - C. "she saw the bottle in her husband's hand" (Paragraph 7)
    - D. "one by one he dropped the tablets into the bottle and held it up to watch them dissolve" (Paragraph 12)

4. **How does the conversation between Judson and his wife develop the plot of the passage?**
- A. **It causes Alec to retaliate against Judson.**
  - B. **It prompts Marcia to go to warn Alec's wife about the poison.**
  - C. **It causes Judson to be distracted by Marcia's obvious distress.**
  - D. **It prompts Judson to consider throwing out the poisoned whiskey.**
5. **Which statement expresses the main theme of the story?**
- A. **No crime is bad enough to warrant another person's death.**
  - B. **It's important to take the opinions of loved ones into consideration.**
  - C. **There will be consequences if people take justice into their own hands.**
  - D. **It is fair to make sure a person's punishment fits the crime they committed**
6. **Which detail from the text best reveals Judson's belief about crime and punishment?**
- A. **"He corked his bottled vengeance and set it back on the shelf alongside the little whiskey glass." (Paragraph 14)**
  - B. **"Also, the use of rat poison is quite legal. The only way any rat can get into this closet is to break in." (Paragraph 17)**
  - C. **"We won't be here till next spring. I can't bear to think of that deathtrap waiting there all the time." (Paragraph 22)**
  - D. **"and don't worry about your poor, abused little burglar. No one is going to get hurt who hasn't got it coming to him." (Paragraph 25)**
7. **How does Judson Webb cause his own death in "Ruthless"? Be sure to identify the most important lines of dialogue or events in the story and explain how they cause an important decision or action to take place**

*Write your answers on the back, or on a separate sheet of paper.*

1. **In the context of the text, do you think Judson was right to take justice into his own hands? Why or why not? Are there other ways that Judson could've possibly held the thief accountable without harming anyone?**
2. **Describe a time when you wanted to take justice into your own hands. What lessons did you learn from this experience?**
3. **In the story, Judson would have lived if he hadn't attempted to punish the thief. How fair is it that Judson died even though he didn't technically commit a crime, while whoever stole his whiskey gets to live with the crime?**
4. **How is Judson's preoccupation with what he believes is "fair" his downfall? Describe a time when something unfair happened to you and you had to let it go. How did you learn from the experience?**

## 8th Grade ESL Week 3

### Tracking Plot and Choices in a Film.

For this assignment, I'd like for you to watch a favorite movie with your notebook. You're going to make two lists while you watch: a list of **Plot Events**, and a list of **Artistic Choices**.

**Plot Events**, as you will recall, are things that happen that move along the story. This is the sequence of important moments that might appear on a timeline. List these in sequence, using lots of sequencing words like: "First, Then, Next, After that, As a Result." Try to list every thing that happens that moves the story along. You can also choose to make this list in the form of a VERY DETAILED plot timeline.

**Artistic Choices** are dynamics that are controlled by the writer(or director) to color the story, and to direct the feelings of the audience. While you watch the film, list any choice the director made that may have an effect on the way you feel about the story or characters. Your list of **Artistic Choices** should include cool elements like Lighting, Costume, Camera Angles and Framing, Music, Pacing, and even Acting choices. Keep a long, running list - this can include almost ANYTHING that is not a **Plot Event**.

After you have taken notes through the movie, respond to the two open-response prompts.

1. Use your list of **Plot Events** to write a page-long SUMMARY of the story. Make it brief, but have it include any important events in the sequence of the story. Please organize it in well-structured paragraphs, with thoughtful sentence structure.
2. Look at your list of **choices** made by the **artists** who worked on the movie. What kind of look were they going for? What do you think they were trying to do with these choices? Did their plans work? Comment on the movie's tone (How they portray the ideas and theme) and it's mood (How the artists are trying to make the Audience feel.)

In Summation, after you watch the movie you should have four items in your notebook to turn in:

1. A List of **Plot Events**, which can be in the form of a detailed Timeline
2. A list of **Artists' Choices**, touches and moves by the designers, actors, and directors.
3. A Summary of the Plot of the Story
4. An Analysis of the **Artists' Choices**, and their impact on the audience.

## **Accelerated Learning--Reading Project Directions:**

Please read for 20 minutes each day. Choose from any text that interests you, such as (Books, Poetry, Online Articles, Blogs, Newspaper Articles, etc.) At the end of the week, choose from one of the writing prompts. Then, please complete one reading project page (next 3 pages, one for each week)

### **Fiction Writing Prompts:** (Fiction = Literature from the imagination)

1. Compare two characters in a book or books you have read. How are they alike or different? Explain.
2. Predict what you think will happen to the main character after the ending. What are the clues and what do they suggest?
3. What is the conflict? How is it resolved? Explain and give evidence.
4. If you could change one thing about the book, what would it be? Why? How would it affect the rest of the book, including plot, setting, and characters?

### **Non-Fiction Writing Prompts:** (Nonfiction = Literature based on fact)

6. What are three important pieces of information you learned? Why are they important?
7. What new information surprised or interested you? Why?
8. How did this text change or influence your point of view about this topic?
9. Did the author give his or her opinions or stick to the facts? How do you know? Give evidence, using passages from the text.

### **Week 1 Reading Project**

Title of Text: \_\_\_\_\_ Author: \_\_\_\_\_

Was this Text Fiction or Nonfiction: \_\_\_\_\_

Write 2-3 Sentences on what this text was about:

---

---

Choose a prompt from the list. Write which number prompt you chose, and answer it in the space below. Please write a minimum of 5 complete sentences:

Prompt #: \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

**Week 2 Reading Project**

Title of Text: \_\_\_\_\_ Author: \_\_\_\_\_

Was this Text Fiction or Nonfiction: \_\_\_\_\_

Write 2-3 Sentences on what this text was about:

---

---

Choose a prompt from the list. Write which number prompt you chose, and answer it in the space below. Please write a minimum of 5 complete sentences:

Prompt #: \_\_\_\_\_

---

---

---

---

---

---

---

---

**Week 3 Reading Project**

Title of Text: \_\_\_\_\_ Author: \_\_\_\_\_

Was this Text Fiction or Nonfiction: \_\_\_\_\_

Write 2-3 Sentences on what this text was about:

---

---

Choose a prompt from the list. Write which number prompt you chose, and answer it in the space below. Please write a minimum of 5 complete sentences:

Prompt #: \_\_\_\_\_

---

---

---

---

---

---

---

---

## **Middle School Physical Education (6-8)**

Weeks 1-3

Estimated Time

- 30 minutes(max) each day for 5 days (week #1 and 2)
- 60 minutes(maximum) each day for 5 days (week#3)

### **Instruction:**

During this time of social distancing and recommended stay-at-home orders our screen time has gone up dramatically. Whether it's binge watching a new series on netflix, watching movies we haven't seen yet, or watching those good morning cartoons again. The weather hasn't helped very much either with all these rainy days. However this has caused us to spend much of our time sitting on the couch and overeating our favorite snacks. The following assignment is to help us stay active while still enjoying our new or favorite netflix series.

The High school will also be doing this too!

Don't forget to invite your family or whoever else is with you during this time to join in! This activity is something that you don't have to do alone!

**Week # 1 and 2** - for the first 5 days the exercises are given to you on the "Get of my Couch Worksheet". Use the First table to complete the week's assignment.

**Week # 3** - Now that you made it through that first week and understand how it works, Time to get creative. During this week we want you to now perform the workout through a 60 minute show and this time you can pick which exercises you choose to perform. Here are the following things you need to be creating and filling out during Week #6:

- Work Out Table - just like week # 5, recording your reps and what exercises you performed
- Exercise Type - Next to each commercial number identify the exercise you will be performing. (refer to individual exercises from previous packet for exercise ideas)

### **Content Needed:**

- Get off the Couch Worksheet

**\*\*If there are any questions please feel to contact us at any time through email as first steps and any further communication can be coordinated through the resource google hangout or over the phone.**

Mr. de Castro- edecastro@southbridgepublic.org

Mr. Renshaw Crenshaw@southbridgepublic.org

## Get off the Couch!

- **Did you know?** Kids and teens ages 8-18 spend an average of 4 hours a day in front of some type of screen media (T.V., DVDs, Computer, etc.) Not counting school work.
- The more T.V. you watch the more likely you are to snack. The average person consumes almost **200 extra calories** for every hour of T.V. watched!
- Advertisers use kid/teen programming to promote fast food restaurants and many other extremely unhealthy foods. (Which makes you more likely to want them)
- Too much television takes away from **valuable physical activity time**, which over time will get you into a lazy routine and you will never want to workout!

On average how much television do you watch per day? \_\_\_\_\_(Be honest)

**Why do you think a lot of teenagers spend so much time watching television or in front of the computer, or on cell phones ? Explain your answer.**(full sentences please)

---

---

---

**Here is an idea to get both, T.V. and Exercise – The Couch Potato Workout Here is what you do:**

1. Choose a show (30 minute show)
2. Watch it
3. During each commercial break do an exercise (there will be at least 3)

**\*\*Netflix - as most of you are aware netflix does not have commercial breaks, so how are you supposed to complete the assignment?**

- 30 minute and 60 minute shows - pause every 10 minutes and perform 2 exercises each for 1 minute time. (perform exercises in order so you're performing each exercise)

**Here is your workout: DO as many reps as you can during the commercials for each exercise**

Commercial #1 – Incline Push Ups (*feet on the couch, hands on the floor*)

Commercial #2 – Squats

Commercial #3 – Decline Push Ups (*hands on the couch, feet on the floor*)

Commercial #4 – Jumping Jacks

Commercial #5 – Sit ups (*Chest touches your knees*)

Commercial #6 – Chair Dips (*hands on the edge, dip down until you but almost touches the floor and back up*)

Repeat DO this work out 1 time each day of the week (5 different days) – Check off each day and write in your reps (remember REPS is the amount of times you perform the exercise)

**WEEK # 1**

<b>Exercise</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
Incline Push Up					
Squats					
Decline Push Up					
Jumping Jacks					
Sit Ups					
Chair Dips					

**WEEK # 2**

<b>Exercise</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
Incline Push Up					
Squats					
Decline Push Up					
Jumping Jacks					
Sit Ups					
Chair Dips					

**WEEK # 3**

<b>Exercise</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>

## **Media**

*Create a logo from your initials*

Week #:1

Estimated Time to Complete: 2 hours

**Introduction:** A logo is intended to be the face of a company, person or brand. They're meant to visually communicate the unique identity of the brand and what it represents. Logos do this in several ways, including through: shape, image, color and typefaces (fonts).

**Instructions:** You will create a logo from the letters of your initials. Look at the popular logo examples below for inspiration. Fill out the brainstorming questions below to get started. Once you're done, sketch your logo ideas in the boxes below.

1. What are 3 words that describe you/your personal brand? (energetic, bright, vibrant, dark, sleepy, calm, etc.)

---

2. What images do these words bring to mind?

---

---

3. What colors (if any) complement these images & the words associated with your brand?

---

---

Use the spaces below to sketch out ideas for your personal logo:

**Week #:2**

Create a Personal Logo

Estimated Time to Complete: 2 hours

**Instructions:** Select your favorite logo sketch from last week. below,, create a detailed final drawing of your logo to take it from the “sketch” phase to the “final” phase of the design process. Your final artwork should be neat, clean, and look like a polished version of your sketch. You can use Black and white or add color to your logo. I recommend replicating your logo lightly with pencil and then coloring over it with a dark pen or marker.

**Media**

Week #: 3

Logo Design

Estimated Time to Complete: 2 hours

Prompt: The SMHS Pioneers logo has had a couple of different looks over the years Ms. Parsons has commissioned you to create a new logo for Southbridge Middle School. We will remain the Pioneers, and our school colors will still be red and white, but other than that the new design is entirely up to you! Think about what elements of the current logo you would want to keep, and what you'd like to change.

**Instructions:** Design a new logo for Southbridge Middle School in the space below.

# Grades 6 Technology

Please answer the questions below.

Section I - Place the letter of the correct answer to the question on the line at left.

- |       |     |   |                              |
|-------|-----|---|------------------------------|
| _____ | 1.  | What menu is the Header and Footer command found in?    | <b>A.</b> Prepackaged Images |
| _____ | 2.  | What is clip art?                                       | <b>B.</b> Google Docs        |
| _____ | 3.  | What is a bullet?                                       | <b>C.</b> Google Forms       |
| _____ | 4.  | To send documents to me, you press what button?         | <b>D.</b> Control I          |
| _____ | 5.  | What menu do you set tables up in in Google Docs?       | <b>E.</b> Share              |
| _____ | 6.  | This segment of Google Docs deals with email.           | <b>F.</b> Google Sheets      |
| _____ | 7.  | This segment of Google Docs deals creating surveys.     | <b>G.</b> Insert Menu        |
| _____ | 8.  | This segment of Google Docs concerns presentations.     | <b>H.</b> No                 |
| _____ | 9.  | This segment of Google Docs deals with spreadsheets.    | <b>I.</b> Format Menu        |
| _____ | 10. | This segment of Google Docs deals with word processing. | <b>J.</b> Control Z          |
| _____ | 11. | What is the keyboard command for Bold?                  | <b>K.</b> Control B          |
| _____ | 12. | What is the keyboard command for Italics?               | <b>L.</b> GMail              |
| _____ | 13. | Should you always rely on Spell Check?                  | <b>M.</b> Google Slides      |
| _____ | 14. | What is the keyboard command for Undo?                  | <b>N.</b> A Dot              |

Please circle the correct answer at right.

- |    |   |  |    |  |   |
|----|---|--|----|--|---|
| 1. |  | <ul style="list-style-type: none"> <li>a. Kodak Instamatic</li> <li>b. Digital Point/Shoot Compact</li> <li>c. Polaroid</li> <li>d. Pinhole</li> </ul> | 2. |  | <ul style="list-style-type: none"> <li>a. Switch Box</li> <li>b. Answering Machine</li> <li>c. Wireless Router</li> <li>d. External Modem</li> </ul>  |
| 3. |  | <ul style="list-style-type: none"> <li>a. USB Flash Drive</li> <li>b. Card Reader</li> <li>c. Network Cable</li> <li>d. Zip Disk</li> </ul>            | 4. |  | <ul style="list-style-type: none"> <li>a. Card Reader</li> <li>b. Answering Machine</li> <li>c. Wireless Router</li> <li>d. External Modem</li> </ul> |
| 5. |  | <ul style="list-style-type: none"> <li>a. Xerox Machine</li> <li>b. Flatbed Scanner</li> <li>c. Handheld Scanner</li> <li>d. External Modem</li> </ul> | 6. |  | <ul style="list-style-type: none"> <li>a. Pen Stylus</li> <li>b. Microphone</li> <li>c. Quill Pen</li> <li>d. Made Up Piece Of Plastic</li> </ul>     |
| 7. |  | <ul style="list-style-type: none"> <li>a. Tower</li> <li>b. Modem</li> <li>c. iPod</li> <li>d. None Of The Above</li> </ul>                            | 8. |  | <ul style="list-style-type: none"> <li>a. Television</li> <li>b. DVD Player</li> <li>c. Monitor</li> <li>d. GPS Screen</li> </ul>                     |

# **Band**

## **Week 1**

**Tic-Tac-Toe: Complete any 3 activities to fill in a row!**

***\*\*If you do not have your instrument, complete the row in gray***

<p>Movie/Video Game Music Reflection: How is music used throughout the game or film?</p>	<p>Create a Playlist: Using 20 songs, create a playlist of music that makes you feel good</p>	<p>Practice for 60 Minutes: (This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>
<p>Practice for 60 Minutes: (This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>	<p>Student Choice: Complete any activity on the board!</p>	<p>Invent an Instrument: Using things you have at home, invent an instrument!</p>
<p>Learn a new song: Learn how to play something new on your instrument. This could be your favorite song, a theme from a movie or TV show, or a jingle from a commercial</p>	<p>Practice for 60 Minutes: (This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>	<p>Program a Concert: If you could replay any 3-5 songs that you have performed in band in the past, which would you choose to perform on a concert again and why?</p>

**Create a Playlist- List your 20-song playlist here.**

- |          |           |           |
|----------|-----------|-----------|
| <b>1</b> | <b>8</b>  | <b>15</b> |
| <b>2</b> | <b>9</b>  | <b>16</b> |
| <b>3</b> | <b>10</b> | <b>17</b> |
| <b>4</b> | <b>11</b> | <b>18</b> |
| <b>5</b> | <b>12</b> | <b>19</b> |
| <b>6</b> | <b>13</b> | <b>20</b> |
| <b>7</b> | <b>14</b> |           |

**Concert Program-** Think back to all of the pieces you have performed throughout your time in the Southbridge Band program. If you could play any 3-5 of those pieces again, what would they be. Why did you choose these pieces?

---



---



---

**Movie/ Video Game Reflection-**

What Film or Video Game are you writing about? \_\_\_\_\_

Complete the chart below. In the left column, describe 3 scenes from the film or game. What is happening in the scene? Is there fighting, talking, etc? Then, in the right column, describe the music you hear during that scene. What instruments can you hear? Is it high/low, soft/loud? What emotion is the music conveying?

Describe the Scene	Describe the Music

Overall Reflection: Do you think the music in general matched the emotion of the scenes you wrote about? Did you notice any melodies or themes that were played more than once? Was there a pattern to when you heard it? (For example, Darth Vader's theme in Star Wars that plays whenever he is on screen) How do you think music affects how we experience films and video games? (Think about how the scenes above would be different if there was no music)

---



---



---

**Week 2**

**Tic-Tac-Toe: Complete any 3 activities to fill in a row!**

**\*\*If you do not have your instrument, complete the row in gray**

<p><b>Create a Playlist:</b></p> <p>Using 5-10 songs, create a playlist that describes one of your favorite teachers and explain how those songs describe that teacher.</p>	<p><b>Learn a new song:</b></p> <p>Learn how to play something new on your instrument. This could be your favorite song, a theme from a movie or TV show, or a jingle from a commercial</p>	<p><b>Practice for 60 Minutes:</b></p> <p>(This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>
<p><b>Practice for 60 Minutes:</b></p> <p>(This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>	<p><b>Student Choice:</b></p> <p>Complete any activity on the board!</p>	<p><b>Teach:</b></p> <p>Teach someone you know how to read music and/or how to play at least 3 notes on your instrument</p>
<p><b>Interpret the Music:</b></p> <p>On the back of this page, write a story or draw a picture that would go along with one of the pieces we learned this year</p>	<p><b>Practice for 60 Minutes:</b></p> <p>(This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>	<p><b>Program a Concert:</b></p> <p>If you could perform any 3-5 songs with the band class on a concert, what would they be and why?</p>

Create a Playlist- List the songs you chose to describe that teacher. Why did you choose these songs? \_\_\_\_\_

---



---



---



---

Concert Program- List what pieces/songs you would perform at your perfect concert and explain why you chose them.

---



---



---

**Week 3**

**Tic-Tac-Toe: Complete any 3 activities to fill in a row! *\*\*If you do not have your instrument, complete the row in gray***

<p><b>Music Interview:</b></p> <p>Interview someone you know about their musical tastes and experiences. Compare their answers with your own!</p>	<p><b>Practice for 60 Minutes:</b></p> <p>(This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>	<p><b>Write a Song or Rap:</b></p> <p>Step 1: Write lyrics on the bottom of this paper</p> <p>Step 2: create a song or rap using those lyrics</p>
<p><b>Learn a new song:</b></p> <p>Learn how to play something new on your instrument. This could be your favorite song, a theme from a movie or TV show, or a jingle from a commercial</p>	<p><b>Student Choice:</b></p> <p>Complete any activity on the board!</p>	<p><b>Practice for 60 Minutes:</b></p> <p>(This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>
<p><b>Practice for 60 Minutes:</b></p> <p>(This does not have to be all at once. It could be two 30min sessions or three 20min sessions)</p>	<p><b>Living Room Concert:</b></p> <p>Perform a concert for the people you live with. You could play songs we worked on in class, or something new</p>	<p><b>Best/Worst:</b></p> <p>On the back of this paper, name your favorite and least favorite pieces you have ever performed in band. Explain why you chose these.</p>

**Music Interview:** Answer these questions about yourself and then ask someone you know and record the answers:

Have you ever participated in band or chorus? \_\_\_\_\_ If yes, what instrument did you play or part did you sing? \_\_\_\_\_

What's your favorite song? \_\_\_\_\_

Why is it your favorite? \_\_\_\_\_

Have you ever been to a concert or live show? \_\_\_\_\_

If you've been to multiple, which was your favorite? \_\_\_\_\_

# Middle School Chorus

## Weeks # 1-3 Assignment

Estimated Time to Complete: 3 hours

Instructions: Pick and answer **one question per week**. Be creative! You may pick any question, in ANY order. Respond on the lines provided.

1. Create your own choir/ music meme.
2. Find an example of a TV show which uses vocal music performance as a part of one episode
3. Create a new chorus t-shirt design for the 2020/2021 school year.
4. Outline how many ways music occurs in the average day of your life, in your daily routine
5. Create a rhythm using any of the following notes/rest; quarter notes/rests ,half notes/rests , whole notes/rests. Write it out
6. Find an example of a commercial which uses instrumental (piano or guitar) music performance as its background to the commercial.
7. Create a playlist of at least 5 choir songs our choir could sing. Remember it must have a choral version.
8. Compose a song lyric about living during 2020.
9. Write a short song.

### Week 1

---

---

---

---

### Week 2

---

---

---

---

### Week 3

---

---

---