Health Related School Closure

Student Packet- PHASE 5

**Teacher Name:** Abayhan, Albanese, Lantigua, Phinn, Warlick, Maibour, Torres, Lima, Salti, Bayram

**Grade Level:** Grade 7 Core Subjects

**Course:** Language Arts, Science, Social Studies, 7Math, PreAlgebra

**School:** CJR School #9

**Phase/ Days:** Phase #5 (days 41--- 50)

Student Name:
Directions to the student:

Pre-Algebra Directions (Warlick)-

Each morning students will—
1- watch morning video and submit daily question for check in
2- do google forms problems of the day
3- watch khan video/ answer questions
4- do 20 mins of ALEKS
PLEASE SEE GOOGLE CLASSROOM FOR MORE DETAILS

7Math Directions (Phinn/Majbour)-

1. ALEKS for 20 minutes per day (10 points per day towards a score of 100 for the week)
2. Khan Academy (Please log into your account, take notes in your journal, and complete all lessons and
3. enVision workbook

PLEASE SEE GOOGLE CLASSROOM FOR MORE DETAILS

7Math Arabic Directions (Salti)-

عمل على أليكس لمدة 20 دقيقة في اليوم (ستحصل على 10 نقاط في اليوم لتحصل على 100 نقطة في الأسبوع)
عمل على خان أكاديمي (يرجى تسجيل الدخول إلى حسابك، وتدوين الملاحظات في دفتر يومياتك، واستكمال جميع الدروس)
قد يعمل في الكتب من الصفحات المعينة على غوغل كلاس
يرجى الإطلاع على غوغل كلاس لمزيد من التفاصيل

7Math Spanish Directions (Lima)-

Cada mañana ustedes tendrán:

1) una asignación de libro de Envisions para completar
2) una cantidad diaria de tiempo que deben trabajar en el programa ALEKS.
3) Khan Academy (inicie sesión en su cuenta, tome notas en su diario y complete todas las lecciones) se entregan los JUEVES

VEAN GOOGLE CLASSROOM A DIARIO PARA MÁS DETALLES
**Language Arts Directions (Abayhan/Majbour/Bayram)**

We uploaded audio for the novel reading. If you haven’t joined us on google classroom, the class code is: b4zvsnf

All work is on google classroom. Each day, we will post your assignments. **If you do not have access to the internet, please complete a Wordly Wise Lesson each week. Also, complete the Common Lit. worksheets. You can find a copy of the common literature worksheets attached to this packet.**

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<th><strong>Day 41</strong></th>
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<tbody>
<tr>
<td>1. Read Chapter 5 “Roll of Thunder, Hear My Cry”</td>
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<td>2. Skill-Foreshadow</td>
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<td>3. Foreshadow Activity</td>
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<th><strong>Day 42</strong></th>
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<tr>
<td>1. Chapter 5 Comprehension Check</td>
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<td>2. Skill- Predictions</td>
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<td>3. Google Slides 7-8</td>
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<tr>
<th><strong>Day 43</strong></th>
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<tbody>
<tr>
<td>1. Read Chapter 6 “Roll of Thunder, Hear My Cry”</td>
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<td>2. Types of Sentences/ Activity</td>
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<td>3. Google Slides 7-9</td>
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<tr>
<th><strong>Day 44</strong></th>
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<tbody>
<tr>
<td>1. Writing- How to write from a different character’s perspective</td>
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<td>2. Google Slides 5-6 “Little Mans’ Diary Entry”</td>
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<tr>
<th><strong>Day 45</strong></th>
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<tbody>
<tr>
<td>1. Chapter 6 Comprehension Check</td>
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<td>2. Skill- Introduce Elements of a story</td>
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<td>3. Google slides 7, 10</td>
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Day 46
1. Read Chapter 7 “Roll of Thunder Hear My Cry”
2. Elements of a story- YouTube activity
3. Vocabulary

Day 47
1. Chapter 7 Comprehension Check
2. Elements of Plot Activity
3. Google Slide 7

Day 48
1. Read Chapter 8 “Roll of Thunder Hear My Cry”
2. Skill: allusion
3. Allusion activity

Day 49
1. Chapter 8 Comprehension Check
2. Google Slide 7: “What happened during Chapter 8?”
3. Study- go on kahoot

Day 50
1. Assessment Chapter 5-8
2. Add information on google slides 4,9,11
3. Update your interactive notebook from slides 1-11

7th grade Language Arts

* The Common Lit Activity is for students who DO NOT have access to the internet.

Please complete the following:

1. Cold Read
2. Cold Read and annotate
3. Answer the questions and highlight/underline where you found your answers in the text
4. Each week, complete Wordly Wise Lessons ABCDE
In the 1950s and 1960s, the American people, backed by civil rights leaders like Martin Luther King Jr., were speaking out against racial inequality and discrimination. In 1954 the Supreme Court ruled the separation of black and white children at school as unlawful in the Brown v. Board of Education case. While the ruling was met with resistance in many Southern white communities, many African Americans saw the case as a stepping stone to ending other racial inequality problems, and it eventually sparked a series of non-violent protests carried out by black communities that would continue for over a decade. The protests triggered outrage among police and many white community members, and soon some areas (mainly in the South) were experiencing frequent crime and violence on both sides. As you read, identify evidence that shows how Americans viewed racial discrimination differently in the years following the 16th Street Baptist Church Bombing.

[1] In the 1950s and 1960s, racial conflicts were a big problem in Birmingham, Alabama. A lot of people thought of it as the most racist city in America. Twenty-one bombs were set off at African American churches in the city between the years of 1955 and 1963. People gave the city the nickname “Bombingham.”

Many civil rights leaders were trying to help fix the problems in Birmingham. One of those leaders was Dr. Martin Luther King Jr. The activists worked to plan protests and events. The people who went to the protests often got arrested. The police in Birmingham did not allow the protests to happen without trouble.

Civil rights leaders and community members went to the 16th Street Baptist Church to plan meetings. It became well known as a place where the activists met.
Sunday Morning

Until Sunday, September 15th, 1963, no one was killed in the bombings. On that day, the 16th Street Baptist Church became the site of another explosion.

At 10:22 a.m., the teenage Sunday School Secretary got a phone call. The person delivered an ominous message, just saying “Three minutes.” Less than one minute later, the bomb went off. 15 sticks of dynamite had been hidden under the church steps.

1. Ominous (adjective): suggesting that something bad is going to happen

The explosion hit a back room in the church. Inside, five young girls were getting ready to sing in the church choir. Witnesses said the bomb caused the girls to fly through the air “like rag dolls.” The blast also tore a seven-foot wide hole in the wall. In fact, the explosion was so powerful that a man who was driving by was blown out of his car.

The bomb killed four of the girls: Addie Mae Collins, 14; Carol Denise McNair, 11; Carole Robertson, 14; and Cynthia Wesley, 14. The fifth girl, Sara Collins, was badly injured. Pieces of glass had flown into her eye and blinded her. Beyond the five girls, the explosion injured 19 other people.

Black people in Birmingham reacted quickly to the bombing. Many people rushed to the church to help look for bodies in the church’s ruins. Hundreds of others stormed the city. They burned buildings that white people owned and protested violently. It took 300 extra state policemen to help Birmingham’s police get the city back under control.

Public Support

The funerals for the four girls got a lot of attention around the U.S. Thousands of people, including more than 800 clergymen of all races, attended. Martin Luther King was also there and spoke at the event. He encouraged people to keep working towards civil rights. He hoped that if they worked hard enough crimes like the bombing would no longer happen.
Investigations

The investigation of the crime was done poorly and took a long time. At first, the state of Alabama offered a $52,000 reward for the bomber’s arrest. Twenty-five FBI agents came to work on the case. Part of what made the investigation hard was the lack of evidence. A lot had been destroyed with the church. Finally the FBI discovered that the bombers were four members of the Ku Klux Klan. Their names were Thoman Edwin Blanton, Jr., Herman Frank Cash, Robert Edward Chambliss, and Bobby Frank Cherry. Unfortunately the case was closed in 1968. The men were never arrested. Problems within the FBI’s administration were to blame.

Late Arrests

There was a new Attorney General in Alabama in 1971. He started looking into the case again, digging up old evidence. His efforts helped convict the group’s leader. Robert Chambliss was sent to jail in 1977.

The rest of the men were free until 2000. Then the FBI reopened the case. Bobby Cherry had died, but Thomas Blanton and Herman Cash were convicted in 2002.

A Call to Action

The bombing at 16th street was terrible. But it was also very important. People were able to see how bad racism really was. The event was part of why President Lyndon Johnson signed the Civil Rights Act in 1964. After the act, it became harder to treat people poorly based on the color of their skin.

2. referring to pastors, priests, and other religious leaders
Comprehension Questions for “The 16th Street Baptist Church Bombing”

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

1. Which statement best summarizes the central idea of the text?

A. There were a lot of bombings in Birmingham, Alabama, in the 1950s and 1960s.
B. Churches were often used as meeting places for civil rights leaders to organize and hold events.
C. The deaths of four young girls in a church bombing in Birmingham sparked massive protests against racial discrimination and brought racism to national attention.

2. In paragraph 5, the author explains that “At 10:22 a.m., the teenage Sunday School Secretary got a phone call. The person delivered an ominous message, just saying ‘Three minutes.’” Why is this detail important?

A. It tells us what time the bomb went off.
B. It shows that the people in the church didn’t have any real warning about the bomb, and didn’t have time to get out.

3. PART A: Which statement best describes the effects of the four girls’ deaths?

A. There was a very small funeral service that only the girls’ families attended.
B. Many people attended the funeral, and Dr. King gave a speech telling people to keep working for civil rights.

4. PART B: Which quote from paragraph 9 best supports your answer to the previous question?

A. “Thousands of people, including more than 800 clergymen of all races, attended.”
B. “Martin Luther King was also there, and spoke at the event.”

5. How does paragraph 13 impact the author’s main message?

A. The paragraph proves that the 16th Street Baptist Church Bombing was important for making the Civil Rights Act happen.
B. The author reminds the reader that the 16th Street Baptist Church bombing was a tragic incident.

6. According to the text, what impact did the bombing of 16th Street Baptist Church have on the city of Birmingham and on the United States in general? (RACE) put on separate paper
Bilingual pull out LA Directions (Bayram)-

1. Moby Max
2. Achieve 3000

Bilingual pull out LA Directions (Lima)-

Todos los días tienen que ::

1) Leer una historia que está en Google Classroom
2) Luego responden las preguntas en Google Classroom -- Google Forms
Resource Math Pull Out Math (Majbour) (The students I see during period 5 and 6)

1. Complete 2 problems a day from the math worksheets attached 2-1 Additional Practice, 3-1 Additional Practice, 4-3 Additional Practice
2. Practice your multiplication facts
3. ALEKS for 15 minutes a day

**2-1 Additional Practice**

Leveled Practice in 1-3, complete the tables of equivalent ratios to solve.

1. There are 3 boys for every 6 girls at a movie. If there are 24 girls, how many boys are at the movie?

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>24</td>
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</table>

There are __________ boys at the movie.

2. A store sells a package of 25 trading cards for $5.25. What is the cost of one trading card?

<table>
<thead>
<tr>
<th>Price</th>
<th>Trading Cards</th>
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<tbody>
<tr>
<td></td>
<td>25</td>
</tr>
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<td></td>
<td>1</td>
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The unit price is __________ per card.

3. A car travels 374 meters in 17 seconds. A bus travels 414 meters in 23 seconds. Which vehicle is traveling faster? How much faster?

<table>
<thead>
<tr>
<th>Car</th>
<th>Bus</th>
</tr>
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<tbody>
<tr>
<td>Meters</td>
<td>Meters</td>
</tr>
<tr>
<td>Seconds</td>
<td>Seconds</td>
</tr>
<tr>
<td>374</td>
<td>414</td>
</tr>
<tr>
<td>1</td>
<td>23</td>
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</table>

The __________ is traveling faster.

It is traveling faster by __________ - __________ = __________ meters per second.
3-1 Additional Practice

Leveled Practice In 1-2, fill in the boxes to solve.

1. A school orchestra has 60 members. 20% of the members are percussionists. How many orchestra members are percussionists?

   20% \cdot 60 \text{ players}

   The number of percussionists is
   \[
   \square \% \text{ of } 60
   \]
   \[
   \square \cdot 60
   \]
   \[
   \square \text{ percussionists}.
   \]

2. Of 800 cars that drove on a street during a week, 0.75% exceeded the 25 miles per hour speed limit by more than 10 miles per hour. How many cars drove over 35 miles per hour?

   The number of cars driving over 35 miles per hour is
   \[
   \square \% \text{ of } \square
   \]
   \[
   \square \cdot 800
   \]
   \[
   \square \text{ drivers}.
   \]

3. An item sells for $40. The sales tax on the item is 8%. What is the sales tax and total cost?

4. When a bush was first planted in a garden, it was 12 inches tall. After two weeks, it was 120% as tall as when it was first planted. How tall was the bush after the two weeks?
4-3 Additional Practice

In 1–6, simplify each expression.

1. \(5m + 3m\)

2. \(\frac{3}{2}y + \left(-\frac{6}{2}y\right)\)

3. \(3.1n - 1.1n\)

4. \(-2.6c - 2.8c\)

5. \(-3x - 12x\)

6. \(-\frac{4}{22}t - \frac{5}{22}t\)

7. Which expression is equivalent to \(-2v + (-4) + 8 + (-3v)\)?
   - \(\text{A} - 5v\)
   - \(\text{B} 7v\)
   - \(\text{C} -6v + 5\)
   - \(\text{D} -5v - 4\)

8. Which expression is equivalent to \(\frac{3}{14}x + (-1) + (-4) - \frac{7}{2}x\)?
   - \(\text{A} 5\frac{1}{14}x + 5\)
   - \(\text{B} -5\frac{1}{14}x - 5\)
   - \(\text{C} -\frac{1}{14}x - 5\)
   - \(\text{D} 5\frac{1}{14}x - 5\)
For 9–14, simplify the given expression.

9. $-1.3f + 0.4j - 12 - 1 = 2.9f$

10. $n + 4.5 - 0.3n - 3$

11. $8 - 4y + (-2y) + 5$

12. $2.8 - 4.4n - 2n + 7$

13. $11 + (-3) - \frac{1}{8}j - \frac{3}{8}j + 7$

14. $\frac{2}{11}z - \frac{5}{11}z - 4 - \frac{1}{11}z - 8$

15. Higher Order Thinking: Explain whether $8t - 3y - 4t$ is equivalent to $7t - (-3t) - 3y$. 

Social Studies Directions (Lantigua) - Each week you will create a comic strip.

1. For Days 41-45, Create a Digital Citizen Comic- create a comic on how to stay safe digitally
2. For Days 46-50, Complete the comic strip on a Historical Event
3. Information will be posted on google classroom. There will also be more example comic strips

Story Comic Rubric
What do you need:
▶ Digital Super Hero- Who is he/she?
▶ Main Character- 2 or 3
▶ Problem- What is their digital problem?
▶ Action-What happens during the story?
▶ Solution- how is the problem solved?
▶ Pictures
▶ Be descriptive
▶ Title
▶ Check spelling and punctuation

See Attached Example for Digital Citizen Comic. You can see how it follows the rubric.
Notice how this comic follows the rubric: This project gets a 100

- Digital Super Hero- Who is he/she? (Batgirl)
- Main Character- 2 or 3 (Christie and Morgan are the 2 characters)
- Problem- What is their digital problem? (Morgan wants to post a funny picture of Christie)
- Action-What happens during the story? (Batgirl stops Morgan from posting a funny picture that could embarrass Christie. This would have hurt their friendship.)
- Solution- how is the problem solved? (Batgirl told Morgan that all her followers will see the post. This made Morgan realize it was a bad idea to post.)
- Pictures (see comic above)
- Be descriptive
- Title - (Don't Post That Picture)
- Check spelling and punctuation
Create a Comic for Digital Citizenship- topics can be on the following: cyberbullying, identity theft, people hacking passwords, posting pictures making fun of people, etc.
Create a comic illustrating a Historical Event. Choose a time in history and make a comic. See google for more instructions.

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**Science Directions (Albanese)** - Google Classroom will be updated daily with directions.

**Day 41**
Go to Science World, sign in as a student (lampluck4). Look for the issue that is dated April 13th, 2020. The cover story says “Fight for the Future” Read the article “Plight of the Pangolian” As you read the article, please write down any vocabulary words that you were unfamiliar with and define them. You must have at least 8 vocabulary words. The assignment can either be completed on a separate sheet of paper or completed in Google Docs and shared with me.

**Day 42**
Go to Science World, sign in as a student (lampluck4). Using the same article “Plight of the Pangolian” complete a paragraph summary for that article. You can either do it on a separate sheet of paper or complete it as a Google Doc and share the document with me.

**Day 43**
Go to Foss Web online resource (fossweb.com) if you do not remember the log in you can use the generic login. (Username 7phinn password albanese). It does not matter what homeroom you are in, all students can use the generic log in. Open the student book for Chemical Interactions. Read the article “Particles in Motion” pg 21-25. As you read please write down any vocabulary words that you are unfamiliar with and define them. You must have at least 8 vocabulary words. You can do it either on a separate sheet of paper or complete it as a Google Doc and share the document with me.

**Day 44**
Go to Foss Web online resource. (fossweb.com) Using the same article you read the day before “Particles in Motion” complete the 321 note-taking strategy. The assignment can be completed either on a separate sheet of paper or completed as a Google Doc and share the document with me.

**Day 45 Health**
Do some form of physical exercise for 30 mins. Write down what you did and how you felt physically after.

**Day 46**
Go to Foss Web online resource. (fossweb.com) Using the article “Particles in Motion”, complete the Think Questions on page 25. Answer using complete sentences. The assignment can be completed either on a separate sheet of paper or completed as a Google Doc and share the document with me.

**Day 47**
Go to Foss Web online resource. (fossweb.com) Open the student book for Chemical Interactions. Read the article “Expansion and Contraction” pg 26-29 and define the bolded words. You can do the assignment either on a separate sheet of paper or complete it as a Google Doc and share the document with me.
Day 48

Go to Foss Web online resource (fossweb.com) Using the article “Expansion and Contraction” complete Cornell Notes. You can do the assignment either on a separate sheet of paper or complete it as a Google Doc and share the document with me.

Day 49

Go to Foss Web online resource (fossweb.com) Using the article “Expansion and Contraction” complete the Think Questions on page 29. You can do the assignment either on a separate sheet of paper or complete it as a Google Doc and share the document with me.

Day 50 Health

Complete a journal entry in your Health notebook, remember to write the date. Please write a paragraph describing how you feel this time has affected your family in a positive way. I know there have been some challenges with many families during this time but I want you to try to reflect on the silver lining.