Health Related School Closure

Student Packet- PHASE 4

Teacher Name: Abayhan, Albanese, Lantigua, Phinn, Warlick, Majbour, 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 #4 (days 31--- 40)

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

PLEASE SEE GOOGLE CLASSROOM FOR MORE DETAILS

**7Math Arabic Directions (Salti)-**

اعمل على أليكس لمدة 20 دقيقة في اليوم (ستحصل على 10 نقاط في اليوم لتحصل على 100 نقطة في الأسبوع)

العمل على خان أكادييمي (يرجى تسجيل الدخول إلى حسابك ، وتدوين الملاحظات في دفتر يومياتك ، واستكمال جميع الدروس

يرجى الاطلاع على غوغل كلاس لمزيد من التفاصيل

**7Math Spanish Directions (Lima)-**

Cada mañana ustedes tendrán:
1) una cantidad diaria de tiempo que deben trabajar en el programa ALEKS.
2) 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)- Page 1
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.

<table>
<thead>
<tr>
<th>Day 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Great Depression video on google classroom</td>
</tr>
<tr>
<td>2. Informational Quiz</td>
</tr>
<tr>
<td>3. Watch Video on “Interactive Google Slides”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 32</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read Chapter 1 “Roll of Thunder, Hear My Cry”</td>
</tr>
<tr>
<td>2. Vocabulary list</td>
</tr>
<tr>
<td>3. Skill: Point of View</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 33</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 1- Comprehension Check</td>
</tr>
<tr>
<td>2. Spelling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 34</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 2- “Roll of Thunder Hear My Cry”</td>
</tr>
<tr>
<td>2. Vocabulary Activity</td>
</tr>
<tr>
<td>3. Skill: Conflict</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter 2- Comprehension Check</td>
</tr>
<tr>
<td>2. Spelling Quiz</td>
</tr>
</tbody>
</table>
### Day 36
1. **Read Chapter 3 “Roll of Thunder Hear My Cry”**
2. *(Skill) Figurative Language*
3. **Google Slide 3: “What happened during Chapter 3?”**

### Day 37
1. **“Roll of Thunder Hear My Cry” Chapter 3 Comprehension Check**
2. **Figurative Language Activity**
3. **Google Slide 3: “What happened during Chapter 3?”**

### Day 38
1. **Read Chapter 4 “Roll of Thunder Hear My Cry”**
2. **Parts of Speech Video**
3. **Parts of Speech Activity**

### Day 39
1. **“Roll of Thunder Hear My Cry” Chapter 4 Comprehension Check**
2. *(skill) Dialogue*
3. **Google Slide 3: “What happened during Chapter 4?”**

### Day 40
1. **“Roll of Thunder Hear My Cry” Ch. 1-4 Assessment**
2. **Character Traits**
3. **Study Vocabulary on Quizlet**

---

**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**
From Slaves to Sharecroppers
By Leigh Dekle
2017

After the abolition of slavery, former slaves had to integrate into society as free men and women. One of the common jobs that former slaves took up was sharecropping, in which a farmer would get a portion of the crops they harvested for a landowner. In this informational text, the author explores the difficulties for blacks and whites to adjust to the time period following the Civil War. As you read, take notes on how sharecroppers were treated by landowners.

[1] When slavery ended in 1865, 4 million enslaved people were given their freedom. People who were born into slavery, like Houston Hartsfield Holloway, found that this important change also created a challenge. In his autobiography, Holloway wrote that he and other former slaves “did not know how to be free” and that “white people did not know how to have a free colored person about them.” His words reflect the difficulties of Reconstruction, a time period that came after the Civil War.

Legal Freedom

"An illustrated depiction of black people picking cotton, 1913" by Jerome H. Farbar is in the public domain.
Legal Freedom

Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863. It declared that all people who were “held as slaves” in the states that had left the union were free. It was an important moment in American history, but it did not fully end slavery. Slavery was finally ended in 1865 after the Civil War was over. In that year, a new amendment\textsuperscript{1} was added to the Constitution. This amendment, the 13th, stated that “Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.”

Former slaves were known as freedmen. The government of the United States tried to help freedmen find success in their new lives and set up new programs to achieve this goal.

Creating New Lives

The Freedmen’s Bureau worked to set up schools and help former slaves find lost family members. The Bureau also tried to help freedmen get jobs. Because many freedmen had not had the opportunity to learn or develop many skills when they were slaves, they were often only able to get jobs working on plantations where crops were grown. This meant that sometimes former slaves would end up working for the same families who had enslaved them. In exchange for a share of the harvest, freedmen would work on land owned by wealthy white people. This practice became known as sharecropping.

\textsuperscript{1} a rule added to the US Constitution
The Freedmen's Bureau wanted the freedmen to receive better treatment when sharecropping. They offered suggestions for agreements between sharecroppers and landowners. These suggestions included giving sharecroppers the holidays off and requiring landowners to give “good and kind treatment” to sharecroppers. However, this ideal\(^2\) was not usually achieved. Sharecropping contracts were often unfairly designed to keep poor sharecroppers poor.

**Mistreatment and Prejudice**

Many sharecroppers experienced bad treatment. Sharecroppers were not always given the promised portions of the crops they helped harvest, or they were not allowed to sell their share to anyone besides the landowner. Landowners sometimes sold sharecroppers seeds, shelter, and food for outrageous\(^3\) prices, slowly putting the borrowers into debt. Those who could not pay off their debt found that they could not leave the plantation until they did. In this way, many black sharecroppers found themselves enslaved once again. For those who had signed contracts with their former masters, this new system was especially painful.

By the 1880s, some poor white farmers also started participating in the practice of sharecropping. Sharecropping remained a major part of agriculture\(^4\) in America until the 1930s.

---

*“From Slaves to Sharecroppers” by Leigh Dekle. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0*
**Comprehension Questions for “From Slaves to Sharecroppers”**

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

<table>
<thead>
<tr>
<th>1. PART A: Which statement <strong>identifies the central idea</strong> of the text?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. While slavery ended, freedmen were only allowed to work on plantations as sharecroppers.</td>
</tr>
<tr>
<td>B. After slavery ended, many freedmen became sharecroppers and were taken advantage of by landowners.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. PART B: Which detail from the text <strong>best supports</strong> the answer to Part A?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. “This meant that sometimes former slaves would end up working for the same families who had enslaved them.” (Paragraph 4)</td>
</tr>
<tr>
<td>B. “These suggestions included giving sharecroppers the holidays off and requiring landowners to give “good and kind treatment” to sharecroppers.” (Paragraph 5)</td>
</tr>
<tr>
<td>C. “Landowners sometimes sold sharecroppers seeds, shelter, and food for outrageous prices, slowly putting the borrowers into debt.” (Paragraph 6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Which of the following describes how sharecropping is introduced in the text?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. as a successful initiative developed by the Freedmen Bureau</td>
</tr>
<tr>
<td>B. as one of the few jobs that freedmen were able to get</td>
</tr>
<tr>
<td>C. as a way for white people to continue slavery in the South</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. How does the section “Legal Freedom” contribute to the development of ideas in the text (Paragraphs 2-3)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. It emphasizes the success of the Emancipation Proclamation.</td>
</tr>
<tr>
<td>B. It shows how long it took for slaves to be truly freed.</td>
</tr>
<tr>
<td>C. It reveals how difficult it was to transition slaves to freedmen.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. How does the author describe Reconstruction following the Civil War in the text? (RACE)</th>
</tr>
</thead>
</table>
**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
1. Complete 2 problems a day from the math worksheets attached 1-1 Additional Practice, 1-2 Additional Practice, 1-3 Additional Practice, 1-4 Additional Practice
2. Practice your multiplication facts
3. ALEKS for 15 minutes a day

1-1 Additional Practice

In 1-4, write the integer or description that represents the situation.

1. The temperature was $-6^\circ F$. It rose so that the temperature was $0^\circ F$. $\Box$ represents the change in temperature.

2. Trevor spent $27 and now has no money left. He had $\Box$ before his purchase.

3. On Monday, the price of an online movie dropped $3 in the morning and then another $3 that afternoon. The following Monday morning, the price increased by $6. The price of the online movie $\Box$ change from Monday morning to the following Monday morning.

4. A scuba diver rose 600 feet to the surface of the water. The integer that represents the diver's position, in feet, with respect to the water's surface before rising is $\Box$.

5. A diver is 19 meters below the surface of the water. Use an integer to represent how far the diver will need to travel to reach the surface.

6. An elevator goes up 7 floors and then down 4 floors. What integer represents the change in the floor level?
1-2 Additional Practice

Leveled Practice In 1–4, write the decimal equivalent for each rational number.

1. $\frac{7}{9}$

2. $\frac{9}{20}$

3. $\frac{1}{18}$

4. $\frac{5}{8}$

1-3 Additional Practice

Leveled Practice For 1–3, use a number line to help find the sum.

1. $4 + (-7)$ is [ ] units from 4, in the direction. Use the number line to find $4 + (-7)$.

2. $-3 + 5$ is [ ] units from $-3$, in the direction. Use the number line to find $-3 + 5$.

3. $-2 + (-6)$ is [ ] units from $-2$, in the direction. Use the number line to find $-2 + (-6)$.
1-4 Additional Practice
Leveled Practice In 1–3, fill in the boxes.

1. What subtraction expression does the number line model show?

\[ \square - \square \]

2. Complete the statement.

\[ 7 - (-4) \] is \[ \square \] units from 7 in the \[ \square \] direction.

3. What is the value of the expression \( -8 - (-3) \)?

\[ -8 - (-3) \]
\[ = -8 \square 3 \]

1-5 Additional Practice

1. Find the sum of \( \frac{2}{3} + (-\frac{1}{3}) \).

2. Is \( -\frac{1}{3} - \frac{4}{5} \) positive, negative, or zero?

3. Find the value of the expression \( -8.6 + 7.2 \).

4. Is \( \frac{2}{5} - \left(-\frac{5}{6}\right) \) positive, negative, or zero?
Please Complete this COVID-19 Time Capsule. You can keep updating this packet, as the days go on.
MY 2020 COVID-19 TIME CAPSULE

BY: ____________________________
YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

☐ SOME PHOTOS FROM THIS TIME
☐ A JOURNAL OF YOUR DAYS
☐ LOCAL NEWSPAPER PAGES OR CLIPPING

☐ ANY ART WORK YOU CREATED
☐ FAMILY / PET PICTURES
☐ SPECIAL MEMORIES

DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE
HOW I’M FEELING

WORDS TO DESCRIBE HOW I FEEL:

HOW MY FACE LOOKS

WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE:

I AM MOST THANKFUL FOR

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1

2

3
MY COMMUNITY

WHERE I AM LIVING DURING THIS TIME:

COLOUR THIS HOUSE TO LOOK LIKE YOURS

WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN OUTSIDE (e.g. hearts in windows, chalk notes on sidewalk, etc.)

HOW ARE YOU CONNECTING WITH OTHERS?
YOU ARE NOT STUCK AT HOME, YOU ARE SAFE AT HOME!

WHAT I AM DOING TO KEEP BUSY AT HOME:
OUR HANDPRINTS
PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE
SPECIAL OCCASIONS

WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

<table>
<thead>
<tr>
<th>EVENT</th>
<th>DATE</th>
<th>HOW YOU CELEBRATED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?

DAYS SPENT INSIDE

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:
1. 
2. 
3. 

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED: 

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

FAVOURITE FOOD TO BAKE:

FAVOURITE TIME OF DAY:

GOAL/S FOR AFTER THIS:

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

**Day 31**
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 “Instruments of Change”. As you read the article right down any unfamiliar vocabulary words. Define these words on a separate sheet of paper. You must have at least 8 words.

**Day 32**
Using the same article “Instruments of Change” complete 321 notes for that article. You can either do it on a separate sheet of paper or complete it as a Google Doc.

**Day 33**
Complete the worksheet “Instruments of Change” check for understanding. Remember to use the magazine to help you complete the worksheet.

**Day 34**
Choose any other article in the “Fight for the Future” magazine (not “Instruments of Change” article) and complete a note taking of your choice, Cornell notes, KWL chart, or 321 notes.

**Day 35 Health**
Chapter 10 Lesson 5 Read the lesson and define the vocabulary words in your Health notebook.

**Day 36**
Students should go to Science World and sign in as a student (lampluck4). Please read the article “Marching for the Planet” after you have read the article, write a one paragraph response on what you can do to help the planet. You can complete this assignment on a separate sheet of paper or in a Google doc and shared with me.

**Day 37**
Students should complete the worksheet “Carbon Chemistry” This paired text goes with the article “Marching for the Planet” utilize the text on the worksheet and the article to complete the worksheet.

**Day 38**
Students should go to Science World and sign in as a student (lampluck4). Read “Science News” pg 2-7. Select one of the “Science News” clips and complete a summary of one paragraph about it. It can be completed on a separate sheet of paper or in a Google doc and shared with me.

**Day 39**
Students should go to Science World and sign in as a student (lampluck4). Read “Underwater Ranger” and complete “Kelp Forest Food Web Worksheet”

**Day 40 Health**
Complete a journal entry in your Health notebook, remember to write the date you complete it. Please write a paragraph describing how you are doing during this different time. Describe what has been the easiest and most difficult thing to adjust to and something you have learned about yourself during this time.
INSTRUMENTS OF CHANGE  PAGE 8

DIRECTIONS: Match each item in the left column below with its definition in the right column.

1. tonewood
2. luthier
3. density
4. fretboard
5. sustainably
6. trafficked
7. Sonowood
8. restrict
9. lumber
10. ccmpressed

-  a. amount of mass contained in a certain volume
-  b. sold or traded illegally
-  c. type of hardwood tropical tree, such as ebony, that is often used to make instruments
-  d. material used to replace ebony; sustainably made from woods like maple and spruce
-  e. person who builds string instruments
-  f. board on the neck of a guitar over which strings are stretched
-  g. making products in a way that maintains a natural resource over time
-  h. to limit something
-  i. wood that has been processed for human use
-  j. pushed down into less space

Name: ________________________________
CARBON CHEMISTRY

In “Marching for the Climate” (p. 18), you learned that climate change is causing sea levels to rise. Rising greenhouse gas emissions are affecting oceans in other ways too. Read the following passage to learn how one major greenhouse gas is causing chemical changes that have significant impacts on marine life. Then, on a separate piece of paper, answer the questions that follow.

ACIDIC OCEANS

Carbon dioxide (CO₂) is one of the heat-trapping greenhouse gases linked to higher global temperatures. But the gas isn’t just a problem for Earth’s climate. The ocean has absorbed at least 25 percent of the carbon dioxide released by burning fossil fuels, like coal and oil. Carbon dioxide in seawater causes chemical reactions to occur that lower the water’s pH level—a measure of how acidic or basic a substance is.

Since the 18th century, people have been burning fossil fuels in increasingly larger amounts. That has caused concentrations of carbon dioxide in the atmosphere to steadily rise. The ocean’s surface waters have become roughly 30 percent more acidic than they were a few hundred years ago. This phenomenon, called ocean acidification, puts many marine species at risk. The shells of marine organisms and skeletons of corals are made from calcium carbonate (CaCO₃). Acids dissolve this mineral. That’s causing shellfish and reefs to decline. As coral reefs disappear, many other ocean creatures will too. Roughly 25 percent of marine species depend on coral reefs for habitat and food, even though reefs cover just 0.1 percent of the seafloor.

Ocean acidification can also affect people who rely on ocean resources. Florida’s coral reefs are a major tourist attraction for the state. It’s estimated that the reefs provide more than 70,000 jobs to workers. Globally, more than 500 million people rely on coral reefs for their livelihoods. The economies of many other states also rely on marine industries, such as Alaska’s king crab fisheries. Studies have shown that increased ocean acidity can negatively affect the survival and growth of king crabs. That could have a big impact on people who work in that industry.

QUESTIONS

1. Use your own words to summarize what causes ocean acidification.

2. Explain the author’s purpose in including the following statement: Roughly 25 percent of marine species depend on coral reefs for habitat and food, even though reefs cover just 0.1 percent of the seafloor.

4. What actions can people take to help reduce ocean acidification? Support your answer with evidence from the article and paired text.

5. Based on the article “Marching for the Climate” and the paired text, what claim can you make about the impact of climate change on humans? Include evidence from the texts to explain your reasoning.
KELP FOREST FOOD WEB

In “Underwater Ranger” (p. 12), you read about how dive rangers study the kelp forest ecosystem off the coast of California. The diagram below shows part of a typical kelp forest food web—a system of interconnected food chains. The arrows in a food web point from a food source to the animal that eats it, which represents the direction of energy flow. Study the diagram, and then answer the questions that follow.

**CONSUMERS**
Organisms that get energy from eating other organisms

- Sea otter
- Large crabs
- Sea stars
- Filter feeders (clams, mussels, scallops)

**PRODUCERS**
Organisms that make their own food, usually through photosynthesis. They convert the sun’s energy into chemical energy, in the form of sugar molecules.

- Kelp and other seaweeds
- Phytoplankton (microscopic aquatic organisms)

---

**ANALYZE IT**

1. Give an example of a single food chain in a kelp forest.

2. What is the difference between a producer and a consumer? Explain in your own words.

3. Explain how a food web represents energy moving through an ecosystem.

4. Predict how populations of two other organisms could be affected if filter feeder populations decreased. Explain your answer.

5. A food web shows relationships in an ecosystem, focusing on how energy flows as organisms consume other organisms. What are some limitations of this kind of model? What other information is important for understanding relationships in an ecosystem?