

## RMS 7th Grade Teacher Information Sheet

ELA	<p><b>*Mrs. Howard</b> - Email address: <a href="mailto:kendra.howard@rcs.k12.al.us">kendra.howard@rcs.k12.al.us</a>  Please join Remind for announcements/communication, Text @30howard to 81010 or <a href="https://www.remind.com/join/30howard">https://www.remind.com/join/30howard</a>  Please check your Google Classroom every Monday and Thursday for announcements</p> <p><b>* Mrs. Goodwin</b> - Email address: <a href="mailto:cassie.goodwin@rcs.k12.al.us">cassie.goodwin@rcs.k12.al.us</a>  Please check <b>Remind &amp; Google Classroom</b> for announcements/communication. Join Remind with the following code for your class period:  <b>1st</b> - text @yfavorites to 81010  <b>4th</b> - text @s9kbc3 to 81010  <b>5th</b> - text @665f96e to 81010  <b>7th</b> - text @9377c7 to 81010  <b>Google Meet Schedule:</b> Each Monday at 11:00 am &amp; 2:00 pm. During those times, check <b>Remind &amp; Classroom</b> on how to join.  <b>Google Voice:</b> You can call or text directly to me @ 256-277-7045. If you text, please state your name in the message.</p>
Math	<p><b>*Ms. Ginn</b>- Email address: <a href="mailto:meridith.ginn@rcs.k12.al.us">meridith.ginn@rcs.k12.al.us</a>  Please join Remind for announcements/communication- Text @ginn7math to 81010  <b>GOOGLE HANGOUT:</b> code will be sent out on google classroom and remind 101  Schedule of meetings: Every Thursday - April 16th - May 21st at 11:00am  Please check Google Classroom and email every Monday.  <b>GOOGLE VOICE:</b> You can call or text directly to me @ 256-415-6854. If you text, please state your name in the message.</p> <p><b>*Coach Odum</b> - <a href="mailto:jonathan.odum@rcs.k12.al.us">jonathan.odum@rcs.k12.al.us</a>  Please join Remind for announcements/communication - Text @jodom7 to the number 81010  Check our Google Classroom at <a href="https://classroom.google.com">classroom.google.com</a>  Check our Khan Academy Classroom at <a href="https://khanacademy.org">khanacademy.org</a></p> <p><b>*Mrs. Rich</b> - EMAIL ADDRESS: <a href="mailto:marisa.rich@rcs.k12.al.us">marisa.rich@rcs.k12.al.us</a>  <b>REMINDI01:</b> Please join for announcements/communication: Text @c8akgk to 81010.  <b>GOOGLE CLASSROOM:</b> Please check daily for enrichment. You will be contacted on how to join.  <b>GOOGLE VOICE:</b> You can call or text directly to me @ 256-602-1665. If you text, please state your name in the message.</p>
Science	<p><b>* Mrs. Lee</b> - Email address: <a href="mailto:tori.lee@rcs.k12.al.us">tori.lee@rcs.k12.al.us</a>  Please join Remind for announcements/communication-  1st period 6th Science: Text @7dc82cc to 81010  3rd period 7th Science: Text @8b9e7c to 81010  5th period Adv. 7th Science: Text @8g9fd7 to 81010  6th period 7th Science: Text @ec73kk to 81010  8th period 7th Science: Text @beahcf4 to 81010  Google Hangout meeting ID code: code will be sent in Google Classroom and in Remind 101  Schedule of meetings:  6th Grade: Every Tuesday, April 14th- May 19th, meeting times are at 11am and 4pm  7th Grade: Every Wednesday, April 15th-May 20th, meeting time is 11am  The meetings will last for thirty minutes to one hour depending on questions and material gone over.  I will add the links to join Google Hangout approximately 15 minutes before the meeting each week on Google Classroom.</p> <p><b>*Coach Glover</b> - Email address <a href="mailto:whitney.glover@rcs.k12.al.us">whitney.glover@rcs.k12.al.us</a>  <b>GroupMe:</b> Download the app to receive reminders and get help with assignments  <b>Google Classroom:</b> Please check daily. Complete the google form to get added to Groupme.  <b>Google Voice:</b> You can call or text me @ (256) 277-3492. If you text please state your name</p>
Social Studies	<p><b>*Ms. Alford</b>- Email address: <a href="mailto:lauren.alford@rcs.k12.al.us">lauren.alford@rcs.k12.al.us</a>  Please join Remind for announcements/communication- Text @geo7alford to 81010  Zoom Classroom meeting ID code: code will be sent in Google Classroom  Schedule of meetings: Every Wednesday-April 15th-May 20th, meeting times are at 11:30 AM and 3:30 PM. I will add the links to join Zoom approximately 15 minutes before the meeting each week on Google Classroom.</p> <p><b>* Coach Boyd</b> - Email address: <a href="mailto:heath.boyd@rcs.k12.al.us">heath.boyd@rcs.k12.al.us</a>  Check Google Classroom daily for updates and information. Classroom code= <a href="https://classroom.google.com/join/fgarjvps">fgarjvps</a></p>

### **RMS Distance Learning General Information:**

**We would like to share with you some general information to assist students and parents with our new school days. If you need any help with anything, please feel free to email any of us. Our emails have been provided below.**

**How to log in Google Classroom:** To log in to Google Classroom, your child will go to [www.google.com](http://www.google.com). In the top right hand corner of the screen will be a sign in box. They use their school email for their username, their login info@rcs.k12.al.us and the password will be: Rmonthofbirth/dayofbirthlunch#

For example: My email is [molly.king@rcs.k12.al.us](mailto:molly.king@rcs.k12.al.us) , that would be my login. If my birthday was March 13 and a lunch# example is 1234. My password could be R03131234. After they log in, there is a box with nine dots, that is what we call a waffle box. They can find many Google tools in this box. If they do not have a classroom tab in that box, they can search for Google Classroom and the website/log in should appear in the search engine. After they login, if they do not have access to Google Classroom and need a code and it isn't provided on the Teacher Info Sheet, they may email their teachers and we will email the code for their specific class.

**How to use Google Meet/Hangout:** To use Google Meet/Hangout, you can download the app for your phone or you can use a device such as a tablet, laptop, or desktop computer. You will log in using the same directions that you used for Google Classroom. All of the login information and codes will be sent to you by each teacher through email, Remind or Google Classroom.

**How to use Remind:** We would like to maintain communication with all of our students and parents. We ask that if you are not currently using Remind, please sign up. We will be using this service to send out announcements, Zoom reminders, and this will be a great tool for communication for the remainder of the year. To join remind, the easiest method is to text the code that your child's teacher has provided below to 81010. Each teacher has a different code. If you can not text your information, you can use the Remind website. The web address is <https://www.remind.com/>.

RMS Social Studies - Week 1 | 4/13/2020 - 4/17/2020  
7th Grade

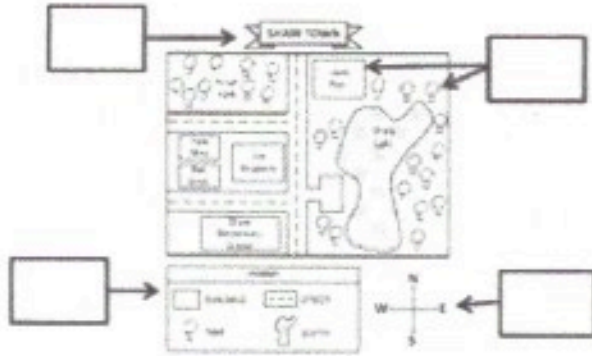
What are we studying? **Maps of our local community and weather**

Monday

Some major parts of a map are the title, compass rose, symbols, and legend. What are the purposes of each of these parts?

Tuesday

Label the map using the four major parts from Monday. If you don't have a way to write on this map, that's okay. Just label the map in your head double checking that you have them right.



Wednesday

Think about your trip from home to school each day. In a notebook or on a sheet of paper, tell how to navigate from your home to school.

Example: Turn left out of the driveway, and turn right at the stop sign at the end of the road. At the top of the hill, turn right onto Main Street. At the red light, go straight, and the school is on the right.

Thursday

Get your instructions from home to school that you wrote yesterday. Draw a map from your home to school including the four major parts of the map. Add color, major landmarks, and anything you might see on your way to school that you might want to include!

Friday

Time to go outside! Part of geography is studying the weather and climate in our area. Describe the weather today. What is the temperature? What does it feel like? (Hot, warm, cold?) Tell me about the clouds. Are there any? What about the sunshine? Tell me what you see and feel!

Enrichment

Need something to do outside? Go on a scavenger hunt! [Nature Scavenger Hunt](#)

RMS Social Studies - Week 2 | 4/20/2020 - 4/24/2020  
7th Grade

What are we studying? **Major physical and human features in our local community**

Monday	This week, we're going to look at major physical and human features in our community. So, go back outside, or look out the window. Is the land around you flat or full of hills? Think about when you ride in a car. Do you go up and down hills or travel on mostly flat land? Describe this in a notebook or on a sheet of paper.
Tuesday	Yesterday, you described the land around you. Think about major land features you see when you ride in a car. List any rivers, bridges, or major highways you travel across in our area.  Use Google Maps to look if you would like: <a href="#">Russellville, AL</a> .
Wednesday	Landuse is what land around us is used for. It could be for houses, farming, or a number of other things. What are some other ways that land is used? List them below, or talk about them with a sibling or classmate on the phone. Think outside the box!
Thursday	Think about the ways you said land could be used. How is land used around us? If you are having trouble, compare land around us to a big city where there is less open farmland and there are more streets and buildings.
Friday	We talked about the census, why it's important, and what it is used for. We also talked about specific questions they may ask. List five to six questions that may be asked on the census. After listing your questions, consider <i>why</i> they may ask those questions.
Enrichment <a href="#">Zoom Earth</a> - Use this link to explore Earth!	

RMS Social Studies - Week 3 | 4/27/2020 - 5/1/2020  
7th Grade

What are we studying? **Characteristics in our region and their changes**

Monday

Think about what resources are usually available in our town. Consider grocery stores and other stores you might visit. List a few resources you don't have trouble finding here.

A **resource** is a material or supply we use to function.

Tuesday

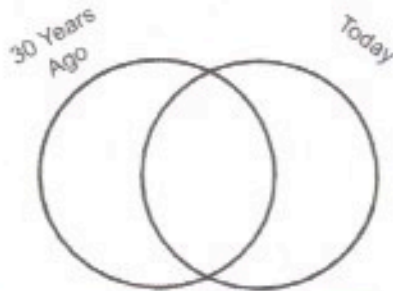
Think about some resources that we usually have regular access to that we don't today. Using a notebook or sheet of paper list a few of those resources that are scarce (hard to find) in our area right now due to our circumstances. Then, give a few reasons we don't have access to those resources. I've provided an example below.

Example: Germ-X

Wednesday

Consider some resources we have access to today that weren't available 30 years ago (1990s). Ask your guardian for some ideas if you need somewhere to start. Draw a venn diagram like the one below. On the left side, list resources used 30 years ago that we **DON'T** use today. On the right side, list resources we use today that were **NOT** used 30 years ago. In the middle, list resources that were used then **AND** now.

Example: iPhone



Thursday

Get your diagram from yesterday. Think about why the resources we use today are different from the ones used many years ago. In a few sentences, write about the reasons these resources have changed.

Friday

Today, we're switching gears! Remember talking about the Census? Quiz yourself! Use the link to answer some questions about the census. If you don't have a phone or computer to view the questions, they are listed below!

[Census Quiz Game](#)

Census Questions: Answers are at the bottom of the page.

1. On average, how many people live together in a family household?
2. How many bedrooms would you find in an average U.S. home?
3. Which western state has the largest population?
4. How do most people get to work?
5. Are there more men or women in the United States?
6. What was the U.S. population when the first census was taken in 1970?
7. Which state is the most densely populated?
8. What was the median (average) family income in 2016?
9. How much candy does an average American eat in one year?

**Enrichment**

Use this link to learn more about the Census and why it's so important: [Census](#).

Census Answers: 1. Three; 2. Three; 3. California; 4. In a car; 5. Women; 6. 4 million; 7. New Jersey; 8. \$72,707; 9. 24.7 pounds

RMS Social Studies - Week 4 | 5/4/2020 - 5/8/2020  
7th Grade

What are we studying? **Characteristics in our region and their changes**

Monday

Think about jobs that people in our area have. Consider your parents' jobs, siblings' jobs, or other jobs people you know have. They may work in a restaurant, at a doctor's office, or a number of other places. In a notebook or on a sheet of paper, record (write) three or four of those jobs. Try to list different types of jobs if you can. What types of industries do these jobs fall in?

An **industry** is a branch of economic activity. Example: automobile industry

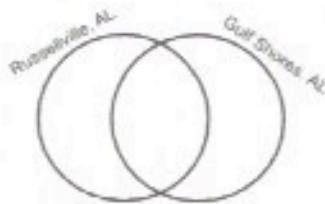
Tuesday

What type of education is available in our area? Sure, we have a city school that provides education for grades Kindergarten through 12th grade. What about after 12th grade? What schools around us provide higher education? Think about why our area doesn't have a large university. What areas around us do have colleges?

*Why does this matter?* Remember talking about the levels of geography: local, regional, and global? Part of local geography is studying areas and the businesses and schools within them.

Wednesday

Go outside! What do you see? Leaves, sand, oak trees, palm trees, large businesses, other houses? Draw another venn diagram (like we did on Week 3). Label one side Russellville and the other side the name of a place you've visited. If you haven't visited another place or don't remember it, imagine a place different from where we live. On either side, list characteristics of each place. In the middle, list ways that the two places are similar. Use mine to help you get started if you need it.



Thursday

Notice each state's population in 2010 and 2019. Answer the questions below.

1. How much did Alabama's population increase in 9 years?
  2. How much did California's population increase in 9 years?
  3. Why do you believe California's population increased so much more than Alabama's?
- Explain your answer in a few sentences.

	Alabama	California
2010	4,779,736	37,253,956
2019 (estimate)	4,903,185	39,512,223

Friday

Let's reflect! Today, I want you to journal on your time out of school the past few weeks. We've been out seven weeks now. Spend some time writing about what you've been doing. How have you spent your time? Use complete sentences and correct spelling.

**Enrichment**

[Census Fun Facts](#)  
[Census/Alabama](#)

RMS Social Studies - Week 5 | 5/11/2020 - 5/15/2020  
7th Grade

What are we studying? **Weather that has long lasting impacts**

Monday	<p>An environmental effect is a change to the environment. An example of this could be a drought causing the ground to become not suitable for planting. Think about weather that could cause environmental effects. List four or five types of weather that could cause extreme environmental effects. Some of these types we don't experience here in Alabama. Think about all types of weather.</p> <p><i>Example: tsunami</i></p>
Tuesday	<p>Use your list of weather you created Monday. Think about the ways this weather could cause lasting environmental effects. In a few sentences, write about how two or three of these types can cause lasting impacts.</p> <p><i>Example: A hurricane can destroy miles of land causing people to have to evacuate an area and months of reconstruction.</i></p>
Wednesday	<p>Consider the weather that we experience in our area: tornadoes, heavy rainfall, etc. Think of a time when weather impacted our area very seriously. Tell me about the event. What do you remember about it? What did it change around us? How did it impact people in our area and surrounding areas?</p>
Thursday	<p>In our area, we most frequently experience thunderstorms and tornadoes. Not only should we know the impacts of weather around us but how to prepare for it so we are kept safe. For today, I want you to make a list of ways to prepare for severe weather that we are likely to experience in our area. I've provided an example below.</p> <p><i>Example: Stay educated by watching the weather when severe weather is likely.</i></p>
Friday	<p>Some illnesses such as the flu are weather sensitive. When the weather gets warmer, the number of people with the sickness decreases. There are several predictions about how warmer weather will impact COVID-19. I compared it to the flu because COVID-19 symptoms are similar to flu symptoms. What do you think? There is no right or wrong answer because we simply don't know the results of warmer weather and the virus just yet. Write about or discuss with someone in your house about why warmer weather may or may not have an impact on the number of people with the virus.</p>

**Enrichment**

[COVID-19](#): I've attached this link if you'd like to read about the virus. This website is from the CDC (Centers for Disease Control and Prevention). It's important for us to get information from accurate resources, and [cdc.gov](http://cdc.gov) is a great start.

RMS Social Studies - Week 6 | 5/18/2020 - 5/22/2020  
7th Grade

What are we studying? **Human and physical activities that have long term impacts**

Monday

We know from last week that weather can have long lasting impacts on the environment, but things that we do as humans can also make changes to Earth. List four or five human activities that can reshape the physical environment. I've provided an example to get you started.

Example: clearing and logging of trees

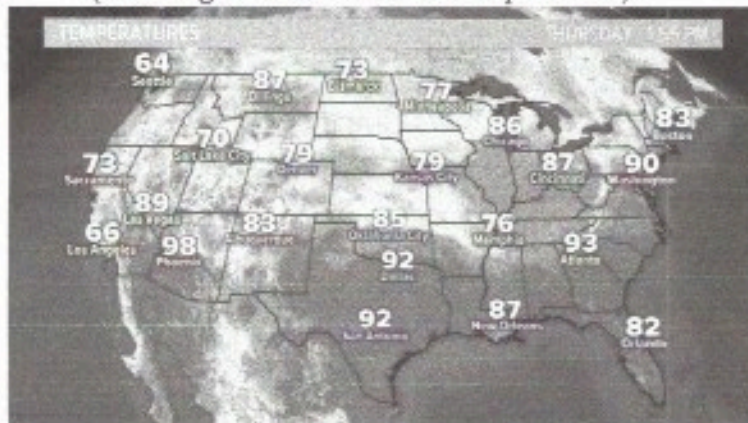
Tuesday

Yesterday you listed human activities that can reshape the environment. Today, I want you to record (write) how those activities can have impacts on Earth.

Wednesday

Below is a weather map that you might see when watching the weather on TV. Use the image to answer the questions.

1. What city has the highest temperature?
2. What city has the lowest temperature?
3. Why is the southern region showing more red than the northern region (assuming red means warmer temperatures)?



Thursday

We talked about the movement of Earth around the sun in class. Draw a diagram that shows the movement around the sun. Use your notes from class if you need to.

Friday

Today, I want you to write about the census. Tell me the things below in a paragraph. Use complete sentences and correct spelling. There is a video link below that might help.

- What the census is and what it's used for
- Who is counted in the census
- Why the census is necessary

Enrichment  
[Census Video](#)



## Seventh Grade Science

### Review/Example:

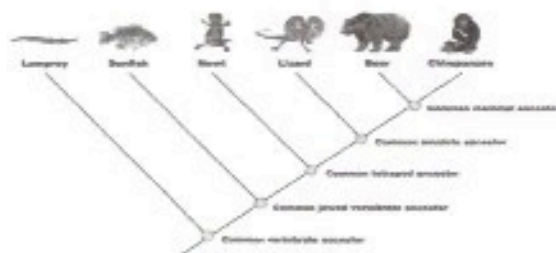
Adaptations are characteristics that help organisms survive in their environment. Just think about it, if you go to the desert, it seems like all the animals and plants there are "perfectly designed" for living there. Those traits those plants and animals have (a cactus not needing a lot of water, certain animals being nocturnal to avoid losing too much water from the heat during the day, etc.) are adaptations. Really take time to notice the specific adaptations that the plants and animals here in North Alabama have and see if you notice any similarities.

<u>7th Science Assignments 4/13-4/17</u>	
Monday 4/13	Go outside and find <b>3 animals</b> to observe. Record as many of the adaptations you notice that these specific animals have. <u>Draw and color</u> each animal as best as you can and <u>label</u> all of the adaptations you notice that it has.
Tuesday 4/14	Look at your 3 drawings of the <b>animals</b> you observed yesterday. You should have labeled the adaptations each animal has in your drawings. Today, you are going to <u>write 3 sentences for each animal describing how its adaptations help it survive in its environment</u> . You should have a total of 9 sentences minimum for all 3 animals once you are finished.
Wednesday 4/15	Go outside and find <b>3 plants</b> to observe. Record as many of the adaptations you notice that these specific plants have. <u>Draw and color</u> each plant as best as you can and <u>label</u> all of the adaptations you notice that it has.
Thursday 4/16	Look at your 3 drawings of the <b>plants</b> you observed yesterday. You should have labeled the adaptations each plant has in your drawings. Today, you are going to <u>write 3 sentences for each plant describing how its adaptations help it survive in its environment</u> . You should have a total of 9 sentences minimum for all 3 plants once you are finished.
Friday 4/17	Now that you are familiar with adaptations and have seen some real-life examples of adaptations in both animals and plants, you are going to <b>design an environment and design at least 2 plants and 2 animals that one would find if they visited your environment</b> . Make sure you design your plants and animals to have <u>adaptations</u> to help it survive in that specific environment you designed. Once you have finished your drawing, <u>write a paragraph</u> explaining your environment and about the adaptations you gave your plants and animals. Make sure to also explain how those adaptations help the plants and animals survive.
Enrichment	Go through the online simulations of adaptations to get a more concrete understanding of how they survive over the course of generations: <a href="https://games.legendsoflearning.com/games/WwJnYW1lcylsQTEwXQ==">https://games.legendsoflearning.com/games/WwJnYW1lcylsQTEwXQ==</a>  <a href="http://sepuplhs.org/high/sgi/teachers/evolution_act11_sim.html">http://sepuplhs.org/high/sgi/teachers/evolution_act11_sim.html</a>

### Review/Example:

A cladogram is an evolutionary family tree indicating how closely related certain species are. Scientists determine how closely related species are according to the amount of DNA they share and the number of shared characteristics they have. This week you are going to create a family tree using your family and we are going to compare that to how a cladogram works.

This cladogram shows the evolutionary relationship among several vertebrates.



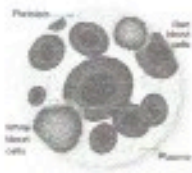
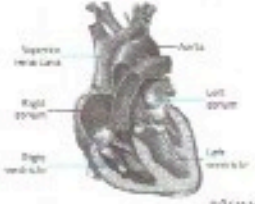
### 7th Science Assignments 4/20-4/24

Monday 4/20	Draw a family tree including your mom, dad, brothers, sisters, grandparents on both sides, and your great-grandparents. If you don't know the names of some of these relatives, just label them great-grandmother, etc. Answer the following questions on the back of your family tree: According to your family tree, who are you more closely related to? Who are you most distantly related to? How would I know that by looking at your family tree?
Tuesday 4/21	Use the example picture at the top to answer the following questions: 1. Which species is the chimpanzee more closely related to? How do you know? 2. Which species is the chimpanzee more distantly related to? How do you know? 3. Since the lizard and newt are located closer to each other on the cladogram, this tells you that they share more _____ and have more _____ characteristics. 4. Referencing your family tree, the newt and the lizard is like you and which family member on your tree? 5. Who do you think shares the most DNA? The bear and the lizard or the bear and the newt? What evidence can you provide to support your answer?
Wednesday 4/22	Think of 4 species. On a piece of paper, write down the names of these species. Now I want you to think of something all these species share (for example, cells). Write that characteristic down next to the names of all the species. Now think of a characteristic that 3/4 of the species share and write that down next to the names of the species that share those characteristics. Now think of a characteristic that only 2/4 species share and write that down next to their names. Finally, think of a characteristic that only the last species left has and write down that characteristic next to its name.
Thursday 4/23	Today, you are going to create a cladogram using the species you chose on Wednesday. Today you are just figuring out where you should place them on your cladogram and write their names on the cladogram. You can either create it on a blank piece of paper, construction paper, on the sidewalk outside with chalk, etc. Make sure that you include the species name and a picture of the species. The species you have with all the characteristics you listed yesterday will go at the top of the cladogram. The species with the next most traits will be placed on the branch below. You will order your species this way until you place the species with the least amount of characteristics at the bottom of your cladogram.
Friday 4/24	Now I want you to revisit your cladogram and add in the characteristics. If you notice at the top, there are characteristics listed on the example cladogram. Every species listed from that point forward on the cladogram has the trait. Every species listed below the characteristic does not. Place the characteristics you worked with on Wednesday onto your cladogram. Once you have done this, compare and contrast your cladogram with your family tree and record your responses on the back on your cladogram project.
Enrichment	Making Cladograms Online Activity: <a href="http://bvrrebiology.net/biology/making-cladograms-online-activity/">http://bvrrebiology.net/biology/making-cladograms-online-activity/</a>

### Review/Example:

Now that we are finished with Evolution, we will be moving on to Human Body Systems. The circulatory system is a network consisting of blood, blood vessels, and the heart. This network supplies tissues in the body with oxygen and other nutrients, transports hormones, and removes unnecessary waste products. This week you will be investigating the circulatory system and the role it plays in keeping our bodies in homeostasis.

**7th Science Assignments 4/27-5/1**

<p>Monday 4/27</p>	<p>Your blood has four main components: red blood cells, white blood cells, platelets, and plasma. Draw, color, and label the image above on a piece of paper of Blood." Hold onto this piece of paper because we will be working with it again tomorrow.</p> 
<p>Tuesday 4/28</p>	<p>Today, you will be writing the definitions of each component of blood either on the back of your drawing or right below it.</p> <p><b>Red Blood Cell:</b> Part of blood that transports oxygen throughout the body also known as erythrocytes. Make up about half of blood volume.</p> <p><b>White Blood Cell:</b> White blood cells are part of the body's immune system and are also known as Leukocytes. They help the body fight infection and other diseases.</p> <p><b>Platelets:</b> Platelets are the part of blood that helps your body form clots to stop bleeding. These stop internal and external bleeding.</p> <p><b>Plasma:</b> This is the liquid, watery component of blood. They hold all of the components of blood together.</p> <p>Once you have recorded these definitions on your "Components of Blood" page, make notecards on these definitions to help yourself learn them.</p>
<p>Wednesday 4/29</p>	<p>The main job of the heart is to pump blood to every part of the body. The blood carries oxygen and all the food, vitamins and minerals that your body needs to move, think, grow and repair itself. Your heart has four main chambers: the left ventricle, the left atrium, and the right atrium. Draw, color, and label the image and title it "Chambers of Heart." Hold onto this piece of paper working with it again tomorrow.</p> 
<p>Thursday 4/30</p>	<p>Today, you will be writing about what each chamber of the heart is responsible for either on the back of your drawing or right below it.</p> <p><b>Right Atrium:</b> The right upper chamber of the heart. The right atrium receives deoxygenated blood from the body through the vena cava and pumps it into the right ventricle which then sends it to the lungs to be oxygenated.</p> <p><b>Right Ventricle:</b> The right ventricle is the lower left chamber of the heart that is responsible for pumping oxygen-depleted blood to the lungs.</p> <p><b>Left Atrium:</b> The upper right chamber of the heart. The left atrium receives oxygenated blood from the lungs and pumps it down into the left ventricle.</p> <p><b>Left Ventricle:</b> The left lower chamber of the heart that receives blood from the left atrium and pumps it out under high pressure through the aorta to the body.</p> <p>Once you have recorded these definitions on your "Chambers of Heart" page, make notecards on these definitions to help yourself learn them.</p>
<p>Friday 5/1</p>	<p><b>Heart Rate Lab:</b> 1. Sit in a chair and sit still for 1 minute. After the minute is up, count and record your heart rate on a piece of paper. You do this by counting how many pulses you feel on your wrist or neck for 60 seconds. Record your heart rate. Next, go outside and walk for 1 minute. After this, stop and record your heart rate again. Finally, run or jog for 1 minute straight and record your heart rate afterwards. At the bottom of your paper record one paragraph of why you think your heart rate increased after each trial.</p>
<p>Enrichment</p>	<p>Map of the Human Heart: <a href="https://www.pbslearningmedia.org/resource/dcd02.sci.life.stru.heartmap/map-of-the-human-heart/">https://www.pbslearningmedia.org/resource/dcd02.sci.life.stru.heartmap/map-of-the-human-heart/</a></p> <p>Operation Heart Transplant: <a href="https://www.pbslearningmedia.org/resource/dcd02.sci.life.stru.transplant/operation-heart-transplant/">https://www.pbslearningmedia.org/resource/dcd02.sci.life.stru.transplant/operation-heart-transplant/</a></p>

**Review/Example:**


The next body system we will be working with is the respiratory system. The human respiratory system is a series of organs responsible for taking in oxygen and expelling carbon dioxide. The primary organs of the respiratory system are the lungs, which carry out this exchange of gases as we breathe. This week you will be investigating the circulatory system and the role it plays in keeping our bodies in homeostasis.

**7th Science Assignments 5/4-5/8**

<p>Monday 5/4</p>	<p>The purpose of the respiratory system is to take in oxygen from our bodies. There are several organs involved in this process. Draw, label, and color the diagram of the respiratory system on a piece of paper because we will be using it tomorrow.</p> <div data-bbox="794 369 1157 645" style="text-align: center;"> </div>
<p>Tuesday 5/5</p>	<p>Today, you will be writing about what each organ of the respiratory system is responsible for either on the back of your drawing or right below it.</p> <p><b>Nasal Cavity:</b> The inside of your nose. It purifies inhaled air.</p> <p><b>Pharynx:</b> The membrane-lined cavity behind the nose and mouth, connecting them to the esophagus.</p> <p><b>Larynx:</b> A hollow muscular air passageway also known as your voice box.</p> <p><b>Trachea:</b> A large membranous tube reinforced by rings of cartilage, extending from the larynx to the bronchial tubes and conveying air to and from the lungs; the windpipe.</p> <p><b>Bronchi:</b> Two of the major air passages of the lungs which diverge from the windpipe.</p> <p><b>Bronchioles:</b> Air passages inside the lungs that branch off like tree limbs from the bronchi, deliver air to the alveoli</p> <p><b>Alveoli:</b> Tiny air sacs of the lungs which allow for rapid gaseous exchange.</p>
<p>Wednesday 5/6</p>	<p>This is a drawing of an alveolus, the tiny part of gas exchange takes place (Oxygen goes into the goes out). Draw, label, and color, this drawing importance of alveoli in our lungs in one your drawing. Title the page "Alveolus Diagram."</p> <div data-bbox="718 996 1141 1288" style="text-align: center;"> </div> <p>the lungs where blood and CO2 and explain the paragraph below</p>
<p>Thursday 5/7</p>	<p><b>Respiratory System Lab:</b> 1. Sit in a chair and sit still for 1 minute. After the minute is up, count and record your respiratory rate on a piece of paper. You do this by counting how many breaths you take in 60 seconds. Record your respiratory rate. Next, go outside and walk for 1 minute. After this, stop and record your respiratory rate again. Finally, run or jog for 1 minute straight and record your respiratory rate afterwards. At the bottom of your paper record one paragraph of why you think your number of breaths increased as activity increased.</p>
<p>Friday 5/8</p>	<p>As you probably have figured out, the circulatory system and respiratory system both work together in order to keep us alive. In 2 paragraphs (10 sentences minimum) explain how the circulatory system and respiratory systems work together and how one could not function without the other.</p>
<p>Enrichment</p>	<p><b>Respiratory System Labeling Game:</b>  <a href="https://www.hurllediary.com/game/respiratory-system-labeling.html">https://www.hurllediary.com/game/respiratory-system-labeling.html</a>  <b>Respiratory System Quest:</b>  <a href="https://www.visiblebody.com/hubfs/pdf/lab-activities/respiratory-lab-activity.pdf?hsLang=en">https://www.visiblebody.com/hubfs/pdf/lab-activities/respiratory-lab-activity.pdf?hsLang=en</a>  <b>Build a Lung Model:</b>  <a href="https://learning-center.homescience101.com/article/build-lung-model-science-project/">https://learning-center.homescience101.com/article/build-lung-model-science-project/</a></p>


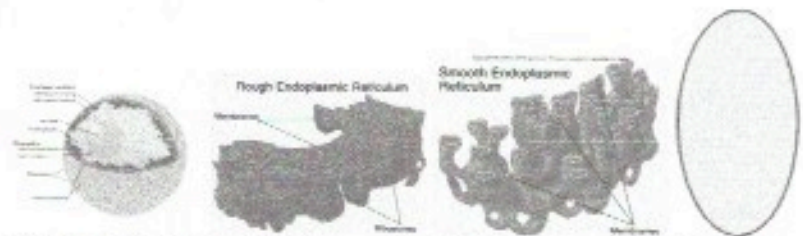

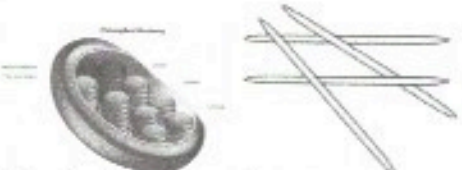
**Review/Example:** We will be learning about the muscular and skeletal system this week. The muscular system allows movement. The nervous, skeletal, and muscular systems all work together for movement. The muscular system also controls other bodily activities such as: the muscles in the digestive system, the diaphragm in breathing, and the heart in the circulatory system. The muscles also help to control body temperature.

**7th Science Assignments 5/11-5/15**

<p>Monday 5/11</p>	<p>Stand on your tiptoes. Write what you feel. Try doing it with your eyes closed. What happens? Do bigger muscles mean stronger muscle? Draw and label the muscles in the arm. Locate the bicep and tricep</p> 
<p>Tuesday 5/12</p>	<p>Sit at a table and place your palms flat against the bottom of the table. Press up. If you have a measuring tape you can have a parent or a sibling measure both your left and right biceps. Then have them do the same thing and measure theirs. Next have put your palms flat on top of the table and press down. Measure your triceps. If you don't have a way to measure, make a note of the location. <b>The bicep and tricep are called skeletal muscles.</b></p>
<p>Wednesday 5/13</p>	<p>Hold your arms out in front of you for as long as you can. Describe what happens over a period of time. When the biceps is contracting, the triceps relaxes. When the triceps contracts, the biceps relaxes. It is the contraction of the muscle that moves the bone. If a skeletal muscle continues to contract and doesn't have time to relax, the muscle will get tired and not be able to work.</p>
<p>Thursday 5/14</p>	<p>Types of Muscles  <b>Cardiac</b> – form the wall of the heart and controls your heartbeat – involuntary  <b>Smooth</b> (visceral) –Weakest of all muscle tissues found in organs and perform unique functions like grinding, churning or moving – involuntary  <b>Skeletal</b> – connect to the skeleton in at least one place to move parts of bones closer to each other - voluntary  <b>Voluntary</b> muscles are muscles that you can control.Examples: muscles in your arms  <b>Involuntary</b> muscles are muscles that we cannot control.Examples: the heart, diaphragm          List 5 different muscles in your body and label them as voluntary or involuntary</p>
<p>Friday 5/15</p>	<p>The Achilles tendon connects your heel to your calf muscle. A common sports injury in football and basketball is an injured Achilles tendon. Explain why you think this happens so often.  How do you think the muscular system works directly with the skeletal system?</p>
<p>Enrichment</p>	<p><a href="https://www.getbodysmart.com/muscular-system">https://www.getbodysmart.com/muscular-system</a></p>

**Review/Example:** This week we are going to review cells. Cells are considered to be the basic unit of life, which can perform all of life's functions. All living organisms are composed of one or more cells. All cells come from existing cells

**7th Science Assignments 5/18-5/22**

<p>Monday 5/18</p>	<p>You are going to be completing a project this week. Each day you will be given directions that will result in the end product which is a model of a plant cell. First on a sheet of paper draw a hexagon. Use a dark green to color around the edge to add the cell wall. Then use a yellow to color around the inside edge of the cell membrane. Color the inside light orange this is cytoplasm.</p>	 <p>wall to create the cell</p>
<p>Tuesday 5/19</p>	<p>Today you will draw some of the organelles and cut and paste them onto your cell. Draw the following organelles and color them as listed.</p>  <p>Nucleus-dark blue    Rough ER-Red    Smooth ER-pink    Vacuole-light blue</p>	
<p>Wednesday 5/20</p>	<p>Draw the following organelles and cut and paste them onto your plant cell. Draw small dots on the rough ER and in different locations in the cytoplasm. That is the ribosomes.</p>  <p>Golgi-dark orange    Mitochondria-purple</p>	
<p>Thursday 5/21</p>	<p>Draw the following organelles and cut and paste them onto your plant cell. When you finish with the last organelle. Label each organelle on your cell.</p>  <p>Chloroplast-green    Cytoskeleton-yellow</p>	
<p>Friday 5/22</p>	<p>Write about the function of each organelle.</p>	
<p>Enrichment</p>	<p><a href="https://sepuplhs.org/middle/bird-edition/simulations/cell_sim.html">https://sepuplhs.org/middle/bird-edition/simulations/cell_sim.html</a></p>	

**7th Grade ELA**  
**Week 1 April 13 - April 17**

We are all living through a major time in history. No one, including your teachers, has ever experienced anything like this. Let's begin keeping a journal each day of this big event and how it affects you. You may write about anything that happens that day in the world or your personal life. You may use the following to guide you if you need a prompt for each day: *record events, day to day activities, fears and feelings.* I encourage you to hold on to your journal for years to come. This event will be discussed for the rest of our lives.

-Mrs. Goodwin & Mrs. Howard

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Monday 30 min.	-Read a short fiction (made up) story. If you are currently reading a fictional novel, continue reading it. -Journal
Tuesday 30 min.	-Scan back over what you read yesterday. -Identify the following: *setting (when and where the story takes place): *protagonist (main character): *antagonist (character or force against main character). *main conflict: internal or external? man vs man, man vs nature, man vs society, or man vs self? *climax: -Journal
Wednesday 30 min.	-Scan back over what you read the last two days. -Identify the following: *simple sentences *compound sentences *what makes each sentence compound *complex sentences *what makes each sentence complex -Journal
Thursday 30 min.	Vocabulary based on the text? Find five words you are unfamiliar with--list them--find the definition either by looking it up online, in a dictionary, or by using context clues.
Friday 30 min.	Writing based on story. -Write a summary of the fiction text you read this week. Remember that summaries do not include details.

Enrichment: Enrichment (These activities are for those with digital and internet access)

\*\*Students without internet access can call 1-844-488-8398 during school shut down for free internet from Spectrum.

<https://clever.com/in/Russellville> Access with Google log in

<https://www.readworks.org/> Access with Google log in

<https://www.commonlit.org/> Access with Google log in

<https://www.khanacademy.org/> Access with Google log in

Check your Google Classroom for additional enrichment activities.

**7th Grade ELA**  
**Week 2 April 20 - April 24**

We want you to know that you can contact any of us if you need any help with any of this work or anything else. You can contact us using our gmail, Google Classroom, Remind, and other sources. We have the ability to have a video chat with you if we need to help you read something or explain something. Just let us know you need us, and we will help you!! Last week we asked you to read a fiction story. This week we are asking you to focus on nonfiction texts.

-Mrs. Goodwin & Mrs. Howard

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<p><b>Monday</b> 30 minutes</p>	<p>-Read any nonfiction (true information) text. This could be a book, newspaper, magazine, instruction manual, website, cereal box, etc. -Journal</p>
<p><b>Tuesday</b> 30 minutes</p>	<p>-Read back over what you read yesterday. -Identify the following: * What is the author's purpose? Persuade or inform *Is the author presenting the information with facts or opinions? Identify any facts or opinions you see in the text. *Find at least one claim the author makes. *Find evidence that supports the claim. -Journal</p>
<p><b>Wednesday</b> 30 minutes</p>	<p>-Read back over the nonfiction text. -Identify the following: *main idea - look for repeated important words *details that support the main idea -Journal</p>
<p><b>Thursday</b> 30 minutes</p>	<p>-Compare and Contrast *Find another nonfiction text, news story, or video with a similar topic to the one you already read. Read or watch the information. *Create a Venn Diagram and compare and contrast the two nonfiction texts. -Journal</p>
<p><b>Friday</b> 30 minutes</p>	<p>-Sentence purpose - Use one of the texts you have read. *Find an example of Declarative sentence - makes a statement Imperative sentence - gives a command; often has an understood 'you' Interrogative sentence - asks a question Exclamatory sentence - shows excitement All sentence types may not be present in the text you choose. Identify as many as you can. -Journal</p>

Enrichment: (These activities are for those with digital devices and internet access.)

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Check your Google Classroom for additional enrichment activities.



**7th Grade ELA**  
**Week 3 April 27 - May 1**

This week, we will focus on traditional texts. So many stories we read today have been inspired by the fairy tales, myths, and religious texts that were written so long ago.

-Mrs. Goodwin & Mrs. Howard

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Monday 30 min	-Read a traditional text such as: a fairy tale, myths, or religious text. If you chose a story from one of these categories for your Week 1 reading, please choose something else.  -Journal
Tuesday 30 min	-Scan back over what you read yesterday.  -Identify the following:  *setting (when and where the story takes place): *protagonist (main character): *antagonist (character or force against main character): *main conflict: internal or external? man vs man, man vs nature, man vs society, or man vs self? *climax:  -Journal
Wednesday 30 min	-Scan back over what you read the last two days. -Identify the following:  *simple sentences *compound sentences *what makes each sentence compound *complex sentences *what makes each sentence complex  -Journal
Thursday 30 min	-Vocabulary - use the same fiction text you have been using this week *find five words you are unfamiliar with *list them *find the definition either by looking it up online, in a dictionary, or by using context clues  -Journal
Friday 30 min	-Write a compare and contrast paragraph. Compare and contrast the traditional text you chose Monday to another story you have read from your past.  -Journal

Enrichment: (These activities are for those with digital and internet access)

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Check your Google Classroom for possible additional enrichment activities.

**7th Grade ELA**  
**Week 4 May 4 - May 8**

We will once again focus on information text. Please remember, we want you to know that you can contact any of us if you need any help with any of this work or anything else. You can contact us using our gmail, Google Classroom, Remind, and other sources. We have the ability to have a video chat with you if we need to help you read something or explain something. Just let us know you need us, and we will help you!!

-Mrs. Goodwin & Mrs. Howard

[casie.goodwin@rcs.k12.al.us](mailto:casie.goodwin@rcs.k12.al.us) ; [kendra.howard@rcs.k12.al.us](mailto:kendra.howard@rcs.k12.al.us)

<p><b>Monday</b> 30 minutes</p>	<p>-Read any nonfiction (true information) text. This could be a book, newspaper, magazine, instruction manual, website, cereal box, etc. Choose a different text than the one you chose for our Week 2 reading.</p> <p>-Journal</p>
<p><b>Tuesday</b> 30 minutes</p>	<p>-Read back over what you read yesterday.</p> <p>-Identify the following:          * What is the author's purpose? Persuade or inform          * Is the author presenting the information with facts or opinions?          Identify any facts or opinions you see in the text.          * Find at least one claim the author makes.          * Find evidence that supports the claim.</p> <p>-Journal</p>
<p><b>Wednesday</b> 30 minutes</p>	<p>-Read back over the nonfiction text.</p> <p>-Identify the following:          * main idea - look for repeated important words          * details that support the main idea</p> <p>-Journal</p>
<p><b>Thursday</b> 30 minutes</p>	<p>-Compare and Contrast          * Find another nonfiction text, news story, or video with a similar topic to the one you already read. Read or watch the information.          * Create a Venn Diagram and compare and contrast the two nonfiction texts.</p> <p>-Journal</p>
<p><b>Friday</b> 30 minutes</p>	<p>-Sentence purpose - Use one of the texts you have read.          * Find an example of          Declarative sentence - makes a statement          Imperative sentence - gives a command; often has an understood 'you'          Interrogative sentence - asks a question          Exclamatory sentence - shows excitement          All sentence types may not be present in the text you choose. Identify as many as you can.</p> <p>-Journal</p>

Enrichment: (These activities are for those with digital devices and internet access.)

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Check your Google Classroom for additional enrichment activities.

## 7th Grade ELA Week 5 May 11 - 15

Let's kick it up a notch! There has to be a book around your home with 100 pages or more that you have been wanting to read (or didn't realize you wanted to read). Find that book, dust it off, and let's start building a daily habit of reading! Seriously! It can be fiction, nonfiction, traditional text, or even a play script!

Just like you exercise to become physically stronger, we are exercising your brain to become stronger. You don't just go to the gym for the first time and start lifting 50lb weights! You start small and build up! And more importantly—it. Takes. Time! Don't get discouraged if these first few days of reading or even the first few weeks of reading are tough—it will eventually become easier and easier.

-Mrs. Goodwin & Mrs. Howard

[cassie.goodwin@rcs.k12.al.us](mailto:cassie.goodwin@rcs.k12.al.us) ; [kendra.howard@rcs.k12.al.us](mailto:kendra.howard@rcs.k12.al.us)

Monday 30 min	-Find the book you would like to read. Set a timer for 10 minutes or watch the clock to time yourself. That's all! Just 10 min! That isn't a lot of time at all! When the timer goes off, stop reading. If you want to continue, keep doing so!  -Journal
Tuesday 30 min	- We are going to read for 10 min again today. Look, if what you were reading yesterday was "boring" DON'T GIVE UP! You are reading the introduction or exposition and when the author is trying to set everything up, it can sometimes feel boring, but once you get past that--then the conflict happens (if you are reading fiction) or we get to the amazing facts (if you are reading nonfiction) and that is where the real fun begins!  If you want to read more than 10 min, keep going.  -Journal
Wednesday 30 min	-2 days of 10 minute reading. Now, let's kick it up to 15 min of reading. Just 5 minutes more. If you'd like to read more, please do!  -Journal
Thursday 30 min	-Continue with 15 min or more of reading.  -Journal
Friday 30 min	-Last day of the week! Let's bump up to 20 min or more of reading.  Now it is time to let you go on to develop this habit on your own. It will work best if you carve out a time of day to read just like you did this week. Studies have shown that putting the phone down (I know, I know) and reading a book before bed will allow for a better night's sleep, and if you are like me, you love your sleep!  Reading is the basis of all learning. Becoming a stronger reader will lead to becoming a stronger learner. I am a lifetime learner. You are a lifetime learner.  -Journal

### Enrichment:

Enrichment: (These activities are for those with digital and internet access)

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Check your Google Classroom for possible additional enrichment activities.

**7th Grade ELA**  
**Week 6 May 18 - May 22**

It's hard to believe we have already come to the end of the craziest school year in history!!

-Mrs. Goodwin & Mrs. Howard

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<p><b>Monday</b></p> <p>30 minutes</p>	<p>-Read any text - fiction (made up) or nonfiction (true information) text.  Remember, if you have internet, you can use some of the links at the bottom of this page.  *Decide the point of view of the text you read.  1st person point of view - I, me, my, mine, we, us, our  The author is a part of the text.  2nd person POV - you, your, yours Usually is giving instructions  3rd person POV - he, him, she, her, they, them, it  The author is not involved in what is happening in the text.  -Journal</p>
<p><b>Tuesday</b></p> <p>30 minutes</p>	<p>Write a paragraph about any topic you choose  Include in the paragraph:  *at least 2 simple sentences  *at least 2 compound sentences  *at least 2 complex sentences   Circle all the pronouns in your paragraph.  What is the point of view of your paragraph?  -Journal</p>
<p><b>Wednesda</b></p> <p>30 minutes</p>	<p>For fun - Create an Advertisement  Think of something you would like to sell - your dog, your little brother/sister (lol), a bicycle, an old cell phone or whatever you choose.  Create a pretend advertisement or commercial for Facebook, poster, video or whatever you choose. Have fun with this, and be creative!  If you have internet access, post these in Google Classroom!  -Journal</p>
<p><b>Thursday</b></p> <p>30 minutes</p>	<p>-There has to be a book around your home with 100 pages or more that you have been wanting to read (or didn't realize you wanted to read). Find that book, dust it off, and let's start building a daily habit of reading! Seriously! It can be fiction, nonfiction, traditional text, or even a play script!  Find the book you would like to read. Set a timer for 10 minutes or watch the clock to time yourself. That's all! Just 10 min! That isn't a lot of time at all! When the timer goes off, stop reading. If you want to continue, keep doing so!  -Journal</p>
<p><b>Friday</b></p> <p>30 minutes</p>	<p>- Read for 10 min again today. If what you were reading yesterday was "boring" DON'T GIVE UP! You are reading the introduction or exposition and when the author is trying to set everything up, it can sometimes feel boring, but once you get past that---then the conflict happens (if you are reading fiction) or we get to the amazing facts (if you are reading nonfiction) and that is where the real fun begins!  If you want to read more than 10 min, keep going.   Now it is time to let you go on to develop this habit on your own. Increase the amount of time you read by 5 minutes each day. It will work best if you carve out a time of day to read just like you did this week. Studies have shown that putting the phone down (I know, I know) and reading a book before bed will allow for a better night's sleep.  Reading is the basis of all learning. Becoming a stronger reader will lead to becoming a stronger learner. Happy reading!!!  -Journal</p>

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<https://www.commonlit.org/> Access with Google log in

Each of us sincerely hopes that we will get a chance to see each of you again before we begin a new school year. HAVE A GREAT SUMMER!!!! Mrs. Goodwin & Mrs. Howard

## 7th Grade Math: Week of April 13-April 17

### Topic: Rational Numbers: Addition & Subtraction

#### Adding Integers & Rational Numbers:

1. If the two values have the **same sign** (+ or -), then **ADD** the two values and keep the **same sign**.
2. If the two values have **different signs**, then **SUBTRACT** and take the sign of the greater absolute value

#### Subtracting Integers & Rational Numbers:

1. Rewrite the problem as adding the opposite. (Keep the first value, change the subtraction sign to addition, and change the second value to its opposite)
2. Follow adding integer and rational number rules

#### Monday: Add Integers

Example 1:  
 $6 + (-5) = 1$

Example 2:  
 $-6 + 5 = -1$

Add the following integers:

- |                 |                   |
|-----------------|-------------------|
| 1. $-9 + 6 =$   | 5. $-5 + (-9) =$  |
| 2. $4 + 7 =$    | 6. $2 + (-6) =$   |
| 3. $7 + (-3) =$ | 7. $-10 + (-5) =$ |
| 4. $-11 + 5 =$  | 8. $5 + 8 =$      |

#### Tuesday: Subtract Integers

Example 1: \*add the opposite\*  
 $-9 - 11 = -9 + (-11) = -20$

Example 2:  
 $-3 - (-8) = -3 + 8 = 5$

Subtract the following integers:

- |                  |                  |
|------------------|------------------|
| 1. $4 - 7 =$     | 5. $2 - 6 =$     |
| 2. $-7 - 12 =$   | 6. $-5 - (-8) =$ |
| 3. $-9 - (-9) =$ | 7. $-10 - 5 =$   |
| 4. $11 - (-5) =$ | 8. $12 - (-3) =$ |

#### Wednesday: Add Rationals

\*\*Remember when adding or subtracting decimals, make sure to line up your decimal.

\*\*Adding or subtracting fractions, find the common denominator!

Add the following rational numbers:

- |                      |                                     |
|----------------------|-------------------------------------|
| 1. $4.5 + 6.3 =$     | 5. $3.3 + 12.8 =$                   |
| 2. $-3.7 + (-6.5) =$ | 6. $9.2 + (-15.7) =$                |
| 3. $-2.5 + 10.7 =$   | 7. $\frac{8}{9} + (-\frac{4}{9}) =$ |
| 4. $9.0 + (-7.4) =$  | 8. $\frac{8}{3} + (-\frac{2}{3}) =$ |

#### Thursday: Subtract Rationals

\*\*Use the same rules for subtracting integers

Subtract the following rational numbers:

- |                      |                                     |
|----------------------|-------------------------------------|
| 1. $16.5 - 12.4 =$   | 5. $-4.7 - (-3.6) =$                |
| 2. $-3.7 - 10.7 =$   | 6. $8.2 - (-1.9) =$                 |
| 3. $2.5 - (-6.5) =$  | 7. $\frac{9}{8} - (-\frac{1}{8}) =$ |
| 4. $-9.2 - (-7.4) =$ | 8. $-\frac{1}{6} - \frac{1}{3} =$   |

#### Friday: All

Add or subtract the following rational numbers:

- |                  |                      |
|------------------|----------------------|
| 1. $-9 + 9 =$    | 5. $7.6 + (-7.1) =$  |
| 2. $12 + (-3) =$ | 6. $-12.6 + 8.8 =$   |
| 3. $-11 - 8 =$   | 7. $-8.8 - 3.4 =$    |
| 4. $3 - 9 =$     | 8. $15.7 - (-9.6) =$ |

#### Enrichment

- Imagine Math-Strive to pass one lesson a week and spend 20 minutes a week on Math Facts
- Check your Math Teacher's Google Classroom Page
- Zoom Conference Schedule
- Ginn-Thursday, April 16th at 11am Meeting ID: 772-467-4659 Password: 082280

## 7th Grade Math: Week of April 20-April 24

### Topic: Rational Numbers: Multiplication & Division

#### Multiplication & Division Integers/Rational Numbers

1. Multiply and Divide the two values
2. Check your sign using these rules! They apply for both multiplication and division.
  - a. Signs are the **SAME**, the answer is **POSITIVE**
    - Positive \* Positive = Positive
    - Negative \* Negative = Positive
  - b. Signs are **DIFFERENT**, the answer is **NEGATIVE**
    - Positive \* Negative = Negative
    - Negative \* Positive = Negative

#### Monday: Multiply Integers

##### Example 1:

$$-4 \cdot (-3) = 12$$

##### Example 2:

$$-6 \cdot 5 = -30$$

Multiply the following integers.

- |                      |                    |
|----------------------|--------------------|
| 1. $16 \cdot (-4) =$ | 5. $24 \cdot 2 =$  |
| 2. $-9 \cdot (-8) =$ | 6. $30 \cdot 3 =$  |
| 3. $-13 \cdot 7 =$   | 7. $-16 \cdot 3 =$ |
| 4. $-8 \cdot (-6) =$ | 8. $-18 \cdot 4 =$ |

#### Tuesday: Divide Integers

##### Example 1:

$$-30 \div (-3) = 10$$

##### Example 2:

$$81 \div (-9) = -9$$

Divide the following integers

- |                      |                     |
|----------------------|---------------------|
| 1. $-84 \div (-6) =$ | 5. $18 \div (-6) =$ |
| 2. $-76 \div 19 =$   | 6. $30 \div (-3) =$ |
| 3. $-56 \div 8 =$    | 7. $8 \div 4 =$     |
| 4. $-24 \div (-3) =$ | 8. $60 \div 15 =$   |

#### Wednesday: Multiply Rational Numbers

Multiply the following rational numbers.

- |                         |  |
|-------------------------|--|
| 1. $4.5 \cdot 3 =$      | 5. $16.8 \cdot (-4) =$                 |
| 2. $-15.6 \cdot (-2) =$ | 6. $4.9 \cdot 3.2 =$                   |
| 3. $-2.5 \cdot 7 =$     | 7. $-\frac{4}{5} \cdot -\frac{2}{3} =$ |
| 4. $-11.8 \cdot (-5) =$ | 8. $\frac{4}{3} \cdot \frac{11}{5} =$  |

#### Thursday: Divide Rational Numbers

Divide the following rational numbers

- |                      |                                      |
|----------------------|--------------------------------------|
| 1. $-5 \div (-2) =$  | 5. $16.8 \div (-4) =$                |
| 2. $4.32 \div 1.2 =$ | 6. $-48.3 \div (-7) =$               |
| 3. $8.2 \div (-4) =$ | 7. $-\frac{8}{9} \div \frac{4}{9} =$ |
| 4. $32 \div (-5) =$  | 8. $-\frac{3}{5} \div \frac{1}{2} =$ |

#### Friday: ALL

Multiply and Divide the following integers and rational numbers.

- |                       |                                      |
|-----------------------|--------------------------------------|
| 1. $-9.4 \cdot 2.7 =$ | 5. $-2.75 \div 0.5 =$                |
| 2. $7 \cdot 2.3 =$    | 6. $9.1 \div (-2.6) =$               |
| 3. $16 \cdot (-12) =$ | 7. $-\frac{5}{1} \div (-1.5) =$      |
| 4. $-8.9 \cdot 1.4 =$ | 8. $-\frac{8}{9} \div \frac{2}{3} =$ |

#### Enrichment:

- Imagine Math-Strive to pass one lesson a week and spend 20 minutes a week on Math Facts
- Check your Math Teacher's Google Classroom Page
- Zoom Conference Schedule
- Ginn-Thursday, April 23th at 11am Meeting ID: 772-467-4659 Password: 082280

## 7th Grade Math: April 27-May 1


### Topic: Ratios and Rates

\*A **ratio** is a comparison of two numbers. It can be written in three different ways. (Remember, like fractions, ratios can be simplified).  $a:b$   $a$  to  $b$   $\frac{a}{b}$

\*A **rate** is a specific comparison of two quantities with different units. (Ex. miles per hour, meters per second, \$/oz., \$/unit)

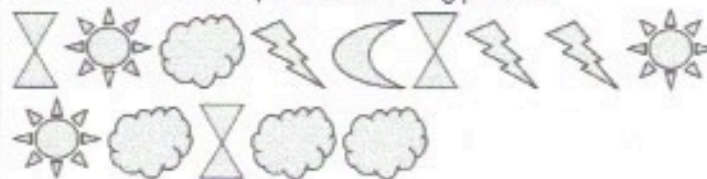
\*A **unit rate** is a rate per 1 unit.

**Monday** - Use the pictures to practice writing ratios.

Ex.:   
Smiles to Hearts 4:3  
Hearts to Smiles 3:4

# SMILE!

Write the ratio that compares the following pictures.



1. Sun to Clouds
2. Moon to Hour Glass
3. Cloud to Lightning Bolt
4. Lightning Bolt to Hour Glass

**Tuesday** - Real Life Ratio Practice

Ex.: At the old town diner, there are 14 milkshakes sold for every 6 coke floats. What is the ratio of floats to shakes?  
 $6:14 \iff 3:7$

Answer the following questions.

1. Eight out of 10 doctors **prefer** to wear a mask at work. What is the ratio of doctors who **do not prefer** a mask to those who do?
2. A zoo currently has 30 zebras and 20 monkeys. What is the ratio of monkeys to animals?

**Wednesday** - Comparing Rates Real Life

Ex.: Kyle jogs three miles in 30 minutes. Chad jogs seven miles in 48 minutes. Who jogs the fastest?  
Kyle-  $\frac{3}{30} = 0.1$  miles per minute  
Chad-  $\frac{7}{48} = 0.145833\dots$  miles per minute  
**Chad runs the fastest.**

Answer the following questions.

1. Johnny biked 3 miles in 15 minutes. Katie biked 5 miles in 24 minutes. Who biked faster?
2. Sally walked 1.5 miles in 20 minutes. Her friend, Melissa, walked 2 miles in 22 minutes. Who walked longer? Who finished first? Who walked the fastest?

**Thursday** - Comparing using Unit Rates

Ex.: 12-pack of Dr. Pepper is \$3.00, 6-pack of Dr. Thunder is \$1.75. Which is the better buy?  
Dr P=  $\frac{\$3.00}{12} = \$0.25$  per can  
Dr. T=  $\frac{\$1.75}{6} = \$0.29$  per can  
**The best value is the 12 pack of Dr. Pepper.**

Which is the better buy?

1. 24 cookies cost \$5 **OR** 2 cookies for \$0.50
2. Folgers Coffee cost \$12.88 for 80 cups **OR** Seattle's Best cost \$9 for 50 cups
3. Nestle waters cost \$3.50 for 48 bottles **OR** Figi water cost \$1.99 for one.

**Friday** - Finding Equivalent Ratios

Remember how to cross multiply.

Ex.:  $\frac{3}{5} = \frac{9}{x}$   
 $9 \times 5 = 3 \times x$   
 $45 = 3x$   
 $15 = x$

Find the missing value.

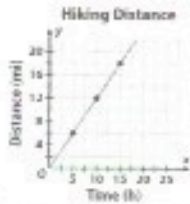
1.  $\frac{2}{9} = \frac{x}{45}$
2.  $\frac{3}{4} = \frac{18}{x}$
3.  $\frac{6}{x} = \frac{54}{81}$
4.  $\frac{x}{25} = \frac{1}{5}$

## 7th Grade Math: May 4-May 8

### Topic: Proportional Relationships

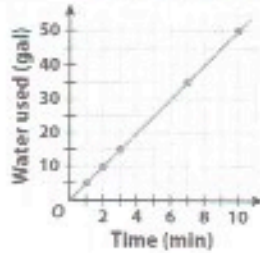
- \*Two quantities are **proportional** if the ratio between the quantities is equal.
- \*The **constant of proportionality** is the value of the ratio between  $y$  and  $x$ .
- \*Proportional graphs are **straight** and go through the **origin**.
- \*A proportional equation is written in the form  **$y=kx$** .

Monday- State whether the line is proportional and explain. (Yes or no)

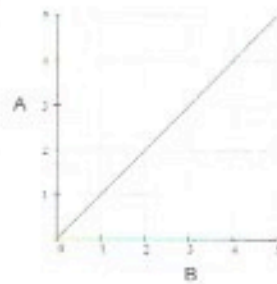


Ex..  
Yes, because the line is straight and goes through the origin.

1. **Water Use**



2.



Tuesday - Find the constant of proportionality,  $k$ , in an equation.

Ex.:  $y = kx$   
 $y = 25x \iff k = 25$

- |                      |                              |
|----------------------|------------------------------|
| 1. $y = 5x$ $k =$    | 4. $y = \frac{1}{3}x$ $k =$  |
| 2. $y = 12x$ $k =$   | 5. $y = 2\frac{5}{6}x$ $k =$ |
| 3. $y = 13.4x$ $k =$ |                              |

Wednesday - Find the constant of proportionality,  $k$ , in a table. Use the formula

$$k = \frac{y}{x}$$

1. Find  $k$ .  $k =$

X	6	12	18
Y	12	24	36

2. Find  $k$ .

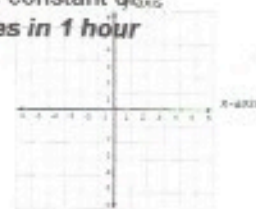
X	7	14	21
Y	21	42	63

Thursday- Constant of Proportionality-tables, graphs, and equations

1. Using the information below, create a table, find the constant of proportionality, and graph. **A bike rider cycles 4 miles in 1 hour**

Hours	1			
Miles	4			

$k =$



Friday-Constant of Proportionality-tables, graphs, and equations

1. Using the graph below, find the constant of proportionality and write it as an equation.

X	6	12	15
Y	24	48	90

$k =$   
 $y =$  \_\_\_\_\_

#### Enrichment:

- Imagine Math-Strive to pass one lesson a week and spend 20 minutes a week on Math Facts
- Check your Math Teacher's Google Classroom Page
- Zoom Conference Schedule: Ginn-Thursday, May 7th at 11am Meeting ID: 772-467-4659 Password: 082280



## 7th Grade Math: May 11-May 15

### Topic: Algebraic Expressions and Equations

1. An **algebraic expression** is a mathematical phrase that contains a combination of numbers, variables, and operations.
2. An algebraic expression does not contain an equal sign.
3. An **equation** is similar to an algebraic expression but it does contain an equal sign.
4. An algebraic expression or equation will contain one or more terms.
5. **Terms** can consist of numbers and/or variables with or without exponents. The number in front of a variable is called the **coefficient**.
6. **Like Terms** are terms that have identical variables. Like terms can be combined by adding or subtracting the coefficients.
7. You can **evaluate** an expression by **substituting** a given value in for the variable.

#### Monday - Parts of an expression

**Ex. List the terms and combine any like terms:  $3a + 4b + 2a + 4$**

Terms:  $3a, 4b, 2a, 4$

Like Terms:  $3a + 2a = 7a$

Simplified expression:  $7a + 4b + 4$

Practice: Simplify the following expressions.

1.  $2x + 4x + 3$
2.  $5a - 2a$
3.  $6x + 3y - 2x$
4.  $-2m + 4m$
5.  $5x + 4x - 2x$

#### Tuesday - Evaluate Expressions

**Ex. Evaluate the expression  $2x + 4$  for  $x = 5$ .**

$2x + 4$

$2(5) + 4$  sub 5 in for x

$10 + 4$  multiply 2 times 5

14 add to finish simplifying

Practice: Evaluate the following expressions for  $x = 3$ .

1.  $2x + 3$
2.  $4x + 2x$
3.  $-2x + 4$
4.  $4x - 2x + 4$
5.  $2(x + 4)$
6.  $-3x - 2x + 5x$

#### Wednesday - Distributive Property

**Ex. Use distributive property to Simplify the expression  $3(x + 4)$**

$3(x + 4)$

$3(x) + 3(4)$

$3x + 12$

mult. 3 to both x & 4  
simplify

1.  $3(x + 8)$
2.  $-2(x - 4)$
3.  $5(2x + 4)$
4.  $-8(5x - 5)$
5.  $2.5(x + 5)$

#### Thursday - Simplifying Expressions (ALL)

$3(x + 4) + 2x$

$3(x) + 3(4) + 2x$  mult. 3 to both x & 4

$3x + 12 + 2x$  simplify

$(3x + 2x) + 12$  group like terms

$5x + 12$  combine for final answer

Practice: Simplify the following expressions.

1.  $2(x + 5) + 4$
2.  $3(x - 4) + 2x$
3.  $-2(x + 1) + 2x$
4.  $-5(x - 3) + 20$
5.  $-2(x + 3) + 2$
6.  $12 + 4(x - 3)$
7.  $3(5x + 2) - 2x + 6$
8.  $5x - 2(3x + 4) - 4$
9.  $2(x + 2) + 3(x - 4)$
10.  $-4(x - 3) - 2(x + 8)$

**Friday - Review expressions and distributive property with things at home.**

I have 5 apples and 3 oranges in the refrigerator. An expression for this might look like  $5a + 3o$ . If I doubled my amount of apples and oranges, an expression might look like  $2(5a + 3o)$ .

Answer the following with an expression.

1. Find five groups of objects (fruits, pens, video games, etc). Find 3 groups of 2 objects and 2 groups of 3 objects.
2. Write an expression for each group.
3. Write an expression when you triple the amount of each group.

#### Enrichment:

- Imagine Math-Strive to pass one lesson a week and spend 20 minutes a week on Math Facts
- Odom's Classes: [khanacademy.org](http://khanacademy.org) has enrichment lessons assigned on our 4th 9-week's topics
- Check your Math Teacher's Google Classroom Page
- Zoom Conference Schedule: Glinn-Thursday, April 16th at 11am Meeting ID: 772-467-4659 Password: 082280

## 7th Grade Math : May 18-May 22

### Topic: Solving Equations

1. An equation (with an equal sign) has 2 sides. The equal sign separates the 2 sides. So in the equation  $3 + x = 7$ ,  $3+x$  is on the left side and 7 is on the right side of the equation.
2. When we are solving equations, we are trying to determine what number is equal to the variable.
3. The variable must be alone (isolated) on one side of the equation.
4. We get the variable by itself by using inverse or opposite operations or in other words undoing the given operation. Inverse or opposite of Addition is Subtraction, Inverse of Subtraction is Addition, Inverse of Multiplication is Division and Inverse of Division is Multiplication
5. Steps: Simplify both sides of the equation, Undo Addition or Subtraction, Undo Multiplication or division.
- 5.\*\* Whatever you do to one side of the equation, you must do the other side to keep it balanced.
6. Check! By plugging the answer back into the original equation.

#### Monday- One Step Addition or Subtraction

##### Example:

$$\begin{array}{r} 3.3 + x = 6 \\ -3.3 \quad -3.3 \text{ Subtract } 3.3 \text{ from} \\ \hline x = 2.7 \end{array} \quad \text{both sides}$$

Check:  $2.7 + 3.3 = 6$  ✓

\*Since 3.3 was being added to x, we subtract the same amount away from x and then subtract 3.3 from 6

Since these problems are addition and subtraction, we do the opposite or inverse, which is addition or subtraction to solve for x.

Solve each problem for x. (For the first one you might think "What plus 5 gives me 11?")

- |                 |                          |
|-----------------|--------------------------|
| 1. $x + 5 = 11$ | 5. $x + 7.2 = 16$        |
| 2. $3 + x = 7$  | 6. $x - 3.8 = 18.2$      |
| 3. $17 = x - 4$ | 7. $15 = x - 2$          |
| 4. $x + 3 = 12$ | 8. $x + \frac{1}{3} = 2$ |

#### Tues. -One Step Multiplication or Division

##### Example:

$$\begin{array}{r} 3x = 18 \\ +3 \quad +3 \text{ Divide both sides by } 3 \\ \hline x = 6 \end{array}$$

Check:  $3(6) = 18$  ✓

\*\*  $3 \div 3 = 1$  so  $3x$  becomes  $1x$  or  $x$ .

Since these problems are multiplication or division, we do the opposite or inverse, which is multiply or divide to solve for x. Solve each problem for x.

- |                |                        |
|----------------|------------------------|
| 1. $3x = 12$   | 5. $\frac{x}{7} = 4$   |
| 2. $75 = 5x$   | 6. $\frac{x}{8} = 6$   |
| 3. $15x = 105$ | 7. $\frac{x}{3} = 22$  |
| 4. $4x = 44$   | 8. $\frac{x}{4} = 5.5$ |

#### Wed. - Two Step Example:

$$\begin{array}{r} 2x - 5 = 17 \\ +5 \quad +5 \text{ Add } 5 \text{ to both} \\ \hline 2x = 22 \\ +2 \quad +2 \text{ Divide by } 2 \text{ to both sides} \\ \hline x = 11 \end{array}$$

Check:  $2(11) - 5 = 17$  ✓

Solve each two step problem for x.

- |                  |                            |
|------------------|----------------------------|
| 1. $3x - 6 = 12$ | 5. $\frac{x}{2} + 2 = 4$   |
| 2. $15 = 4x - 1$ | 6. $\frac{x}{3} - 8 = 1$   |
| 3. $5x - 4 = 11$ | 7. $\frac{x}{6} + 6 = 8$   |
| 4. $32 = 6x - 8$ | 8. $\frac{x}{2} + 3 = 5.5$ |

#### Thursday- Multi-Step with Distributive Property

**Example:**  
 $2(x+4) = 16$   
 $2 \cdot x$  and  $2 \cdot 4$  Simplify with dist. Prop.  
 $2x + 8 = 16$  Then solve two step eq. By subtracting 8 and dividing by 2.  
 $x = 4$   
 Check:  $2(4+4) = 16$  ✓

Solve the multi-step equation by using the distributive property.

- |                 |                             |
|-----------------|-----------------------------|
| 1. $3(x+2) = 9$ | 4. $\frac{1}{2}(x+4) = 6$   |
| 2. $2(x-3) = 6$ | 5. $\frac{1}{3}(x-10) = 13$ |
| 3. $8 = 8(x-4)$ | 6. $20 = \frac{1}{3}(x+6)$  |

#### Friday- ALL

**Practice Problems!** All types of problems that we have learned this week are thrown in for practice!  
 Solve each problem for x.

- |                      |                        |                       |
|----------------------|------------------------|-----------------------|
| 1. $8x = 64$         | 5. $18 = x - 9$        | 7. $\frac{x}{4} = 14$ |
| 2. $x + 23.4 = 40.7$ | 6. $\frac{x}{3} = 8.5$ | 8. $x - 7 = 10$       |
| 3. $36 = 6x$         | 7. $34 = 16 + x$       |                       |

### Elective Resources Weekly Activities (Week One)

All Students	<a href="http://www.clever.com/in/russellville">www.clever.com/in/russellville</a> Imagine Learning Math and Math Facts
Mrs. Agee	<p><b>No-Bake Chocolate Egg Nests</b></p> <p><b>Ingredients:</b>  1 (12 oz) bag milk chocolate chips  1 (12 oz) bag butterscotch chips, more chocolate chips, or peanut butter chips  1 (12 oz) bag chow mein noodles  ***I like to use Cadbury chocolate eggs, but you can also use M&amp;Ms or Jelly Beans.  Peeps if making bigger nests in the large muffin pan.</p> <p><b>Instructions:</b>  1. In a large microwave safe bowl, melt chocolate chips and butterscotch chips together in microwave, stirring every 30 seconds.  2. Stir in chow mein noodles.  3. Spray muffin tins lightly with cooking spray  4. Drop by spoonfuls into a greased muffin tin and mold into nest shapes.  5. If you are making the larger nests to fit a peep inside, mold into large greased muffin tins.  6. Let set, you can also place in the refrigerator to help them set up quicker.  7. Place eggs and/or peeps on top.  8. Enjoy!</p>
Ms. Andrews	<p><b>Spanish class:</b> Check in on your family members (including extended family) and see how they are doing! ☺  Make a list in Spanish and English of who they are, what they are doing, how they are feeling, what foods they are eating, what things they have to do, etc. Try to write in complete sentences practicing the verbs, conjugations, and vocabulary we have learned this year! (Use your textbook if you need help)  <b>Example:</b>  <i>Madre:</i> Ella está bien y contenta. Pasa mucho tiempo con su familia. Tiene que cuidar a los niños todos los días. Come arroz y frijoles, y toma mucho café.  <i>Mother:</i> She is well and happy. She spends a lot of time with her family. She has to care for her children every day. She eats rice and beans, and she drinks a lot of coffee  I posted Quizlet review games for Unit 4.1 vocabulary and grammar if you want to continue learning where we left off!  If you're looking for more games to play try making a DuoLingo account or use Imagine Learning Español!</p>
Fine Arts	<p><b>Weekly Activity:</b> Illustrate a song with a vivid storyline or plot. Think of a song you love and if available, listen to it. Create an illustration, cartoon, or drawing to go with the song.</p> <p>I will also continue to update google classrooms with review materials of our musicals and class songs for those that wish to use this. All students should already be members but if not please email me <a href="mailto:emily_rush@rcs.k12.al.us">emily_rush@rcs.k12.al.us</a> for the appropriate class code.</p> <p>Students with access may also create a quaver account <a href="http://quavermusic.com">http://quavermusic.com</a> and use class code CFDDy  band students please check your school email. There will be an invite to our google classroom for you to accept. For those with access, this will be our means of continuing to practice your current skills and learn new skills to be utilized more next year.  For those without access, continue to practice from your Essential elements book, intermediate band music page, or scales for 8th grade students.</p>
Mrs. Townley	<p>(1.) Talk to the adult(s) in your home about their job or a job they've had in the past. Make a 2-column list of what <u>they</u> say are the GOOD and BAD aspects of the job. (2.) Next, spend a few minutes thinking what it would be like if YOU had that same job. Everyone is different and we all have different likes and dislikes. Now using that same list, <u>circle</u> any GOOD item you think would be BAD if you had that job. Then, circle any BAD item you think would be GOOD if you had that job.</p>
Mrs. Harris	<p><b>All Mrs. Harris' classes:</b> Keep a balance using digital media. Create a chart tracking all media usage for 3 days. Media includes: TV, internet, phone, gaming systems, social media, etc. In your chart include: The type of media, when you used it, and how much time you spent on it. After completing your chart for three days, answer the following questions: Which form of media gave you the most benefits? Are any of your media choices out of balance (do you use them too long/too often)?  I have created an account on <a href="http://www.tyola.com">www.tyola.com</a> for all Computer Skills students. Email me for your usernames and passwords at <a href="mailto:aleah.harris@rcs.k12.al.us">aleah.harris@rcs.k12.al.us</a></p>
Mr. Keeton	<p><b>Public Speaking:</b> Read your informative speech (animal speech) to one or more of the people you are quarantined with. Make sure to stand, use eye contact, proper volume, vocal variety, keep your feet still, don't read too fast or too slowly, and avoid voiced pauses.</p>
PE Girls	<p><b>Get up and get moving.</b> Try to get 20-30 min of moderate to vigorous physical activity each day (examples: riding a bike, jumping on a trampoline, dancing, jogging or briskly walking). Being physically active helps you stay healthy, improves your mood and your overall feeling of well being. Remember while doing these activities you should only interact with people who live in your home.</p>

PE Boys	Get up and get moving. Try to get 20-30 min of moderate to vigorous physical activity each day (examples: riding a bike, jumping on a trampoline, dancing, jogging or briskly walking). Being physically active helps you stay healthy, improves your mood and your overall feeling of well being. Remember while doing these activities you should only interact with people who live in your home.
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### Elective Resources Weekly Activities (Week Two)

All students	<a href="http://www.clever.com/in/russellville">www.clever.com/in/russellville</a> Imagine Math or Math Facts
Mrs. Agee	Let's focus on lending a helping hand at home this week. Help your family do a load of laundry this week. Follow the steps below: STEP 1: Sort and treat stains. Sort by color-whites, colors, darks. Remember delicates must be washed separately on gentle cycle. STEP 2: Load and set water temperature-hot,cold,warm. Use cold to prevent shrinking. STEP 3: Add detergent and start washer. STEP 4: Move clothes to dryer. -Remove all dn-ft and delicates from the washer, hang dry or lay flat to dry. -Add clothes to dryer and set to normal. Add dryer sheet if available. STEP 5: Fold. -Shake items straight, fold neatly. -Stack like items together.
Ms. Andrews	Pick 3 people that you checked on last week in your family and reach out to them by writing! Or better yet, think of someone you know who speaks Spanish! Write them a letter, an email, a text message, etc. in Spanish and English. Maybe ask them how they are doing this week, tell them some things you like and some things you don't like about being home more, and tell them what you have done this past week. Remember to use the things we have learned in class this year such as: greetings, activities vocabulary (ej: jugar, mirar televisión, leer un libro), and other, verbs (like "estar" to express emotions, and "gustar" to express likes and dislikes, etc.)  REMEMBER: I posted Quizlet review games for Unit 4.1 vocabulary and grammar if you want to continue learning where we left off! If you're looking for more games to play try making a DuoLingo account or use Imagine Learning Español!
Fine Arts	Think of a song that you remember well from your early childhood. Create a page with art or words describing mood/beat/memories of this song. You could also cut out pictures from magazines or create a digital journal entry. Have fun using what you have available.
Mrs. Townley/Mrs. Harris	Think about all of the things you share on media outlets. This can be SnapChat, Instagram, gaming profiles, anything digital/media related. What kinds of information would you want to find about yourself online in 10 years? What kinds of information would you want others to find about you in 10 years (parents, future employers, boyfriends/girlfriends). Make a list of 5 things you would want to find about yourself and five things you do NOT want to be able to find about yourself.
Mr. Keeton	Demonstrative Speech: Use this week to find something you would like to show how to make or how to do with those you are quarantined with. You can use the internet and places like youtube to find ideas. If you don't have internet, some ideas are: you can show how to make a recipe from Mrs. Agee's class, show one of your own recipes, show how to make a paper airplane, etc. Choose something that interests you or that you already know how to do! PLEASE USE THINGS YOU ALREADY HAVE AT HOME- ITEMS FOR THIS SPEECH ARE NOT ESSENTIAL ENOUGH TO GO INTO PUBLIC FOR!
PE Girls	Pick your favorite upbeat song and create a dance routine to it. Be sure to use moves that get your heart rate up and cause you to breathe hard. Work on this and practice it at least 20 min each day to get the health benefits of the exercise.
PE Boys	Physical Activity Week. Try to complete the following this week. 1. Jump Rope- 4-5 sets of 1 min. 2. Walk/Jog/Run one mile with family (please be safe and dont run on busy roads) 3. 20 pushups dally 4. Play Basketball with your family.

### Elective Resources Weekly Activities (Week Three)

All students	<a href="http://www.clever.com/in/russellville">www.clever.com/in/russellville</a> Imagine Math and Math Facts
Mrs. Agee	Taco Chicken  INGREDIENTS:

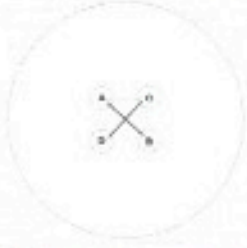
	<p>1 can of salsa 3-5 Chicken Breasts 1 Tablespoon of taco seasoning</p> <p>INSTRUCTIONS: 1. Mix together 1 (16 ounce) jar of salsa and 1 tbsp. of taco seasoning until well blended. 2. Place 3-5 chicken breasts in your slow cooker(rock pot) with the mixture. Make sure some of the salsa mixture is on top of the chicken. 3. Cover and cook on LOW for 8 hours. 4. Shred the chicken with a fork, and serve in tacos, in a burrito, on top of a salad, on a baked potato, or however you'd like. 5. Enjoy!</p>
Ms. Andrews	<p>Spanish: Make your house a living picture dictionary! Use sticky notes or anything you have to label your house in Spanish. Try to use as many vocabulary words as possible. Use your textbook to help you if you need ideas or need to use the glossary! <u>Bonus:</u> Try to say/write out a sentence describing the location of these objects/places in your house using the verb "estar" and prepositions we have learned..</p> <p>I posted Quizlet review games for Unit 4.2 vocabulary and grammar if you want to continue learning where we left off! If you're looking for more games to play try making a DuoLingo account or use Imagine Learning Español!</p>
Fine Arts	<p>Last week you were asked to create based on a song that reminded you of your childhood. This week, ask some of your family members or call them up and see if they can tell you about a song that reminds them of their childhood or has a special meaning. If you have access see if you can look up and listen to this song. Create a journal entry about your findings or create a drawing or collage to commemorate these special songs.</p>
Mrs. Townley/Mrs. Harris	<p>We have all heard of cyberbullying or know someone that may have been a victim of cyberbullying. Now that you are spending more time at home and on digital media, we need to consider the effects of cyberbullying. Instead of saying hurtful things to someone or about someone, make an effort to be kind. This week, make an effort to text/post/say something kind to 5 friends or peers.</p>
Mr. Keaton	<p>Now that you have chosen a topic for your demonstrative speech, write out what you would like to say step-by-step. You know how to make or do this topic, so now put the steps into your own words. You will want to make sure that you keep your steps in as much detail as possible, because one of the biggest challenges in a demonstrative speech is to continually talk as you demonstrate. You do not want a lot of silence during your presentation.</p>
PE Girls	<p>Be sure you are active 20-30 minutes each day. Do a combination of stretching, strengthening, and cardio. An example of this would be: warm up by jogging in place for 1 minute, hurdle stretches, standing toe touches, 15 pushups, 40 sit ups and then jog/walk for a mile. Have fun and be safe.</p>
PE Boys	<p>Complete the following this week and have fun with it!</p> <ol style="list-style-type: none"> <li>1. "A Gratitude Attitude"- Write down something you are thankful for and explain why.</li> <li>2. Body Planks- 4 sets of 1 min each</li> <li>3. 50 sit ups daily</li> <li>4. Football with dad or brother</li> </ol>

### Elective Resources Weekly Activities (Week Four)

All students	<p><a href="http://www.clever.com/in/nasselville">www.clever.com/in/nasselville</a> Imagine Math and Math Facts</p>
Mrs. Agee	<p>Mini Pancakes</p> <p>Ingredients: Pancake Mix Optional toppings</p> <p>Instructions: 1. Pre-heat oven to 350. 2. Use any pancake mix. Mix up the batter. 3. Spray the mini muffin tins with non-stick cooking spray. 4. Fill tins with pancake mix 1/3 full 5. Add toppings to each tin. Examples include: sausages, chocolate chips, bacon, dab of jelly, dab of syrup, fruit, etc. or leave plain. 6. Bake in the oven for 10-12 minutes. 7. Enjoy!</p>
Ms. Andrews	<p>Spanish: Practice using your food vocabulary! Go to the pantry and make a list of what foods you have and write the foods</p>

	<p>In Spanish and English while saying them aloud. (Hint! Some packages may also already have the labels in Spanish to help you!) When you finish, use these foods to make a menu in Spanish of things you could make for dinner, and then (with your parents' permission) make dinner together!</p> <p><b>Bonus!</b> Give your family members a copy of your menu and ask them to order in Spanish. Try to ask them what they would like to eat/drink in Spanish as well. (Remember you can use your restaurant skill scripts you already did in class to help you!) To make it even more fun, try to think of things you can cook that might be eaten in a Spanish speaking country.</p> <p>I posted Quizlet review games for Unit 4.2 vocabulary and grammar if you want to continue learning where we left off! If you're looking for more games to play try making a DuoLingo account or use Imagine Learning Español!</p>
Fine Arts	There is a deep connection between music lyrics and poetry! Take some time to write down a poem that could possibly be turned into a song. If you are really feeling this, then you could even make up a tune to go with your lyrics. To make the song flow, consider using an ABACB format. This means verse, chorus, verse, bridge (sometimes this is a rap or a very unique part to a song), chorus.
Mrs. Townley/Mrs. Harris	Have you ever heard of fake news? There is currently a lot of information going around about COVID-19. This information can be found on TV News channels, social media, websites, newspapers and magazines. It is important to be able to identify what is based on facts, based on opinions, or completely made up. Before reacting or panicking when reading the news, make sure it is based on facts. You can do this by checking the legitimacy of websites, the authors, and even the people sharing the information. This week, find and read an article about COVID-19. You can find this article online, in a magazine, newspaper, etc. Determine if this article is real or fake news. Write a paragraph about this article explaining why you believe it is a factual piece of information or why you believe it is fake news.
Mr. Keeton	Present your demonstrative speech to one or more of the people you are quarantined with. Make sure to stand, use eye contact, proper volume, vocal variety, keep your feet still, don't read too fast or too slowly, and avoid voiced pauses.
PE Girls	Get your jump rope out and have some fun. Do all the different kinds of jumping: single bounce, double bounce, one foot, backwards, criss cross, speed jumping or any combination you enjoy. Remember to get your heart rate up for at least 20 min.
PE Boys	<ol style="list-style-type: none"> <li>1. Spend at least 2 hours each day outside with family.</li> <li>2. Help your parents with chores around the house on your own.</li> <li>3. Play "wall ball" outside with your family</li> <li>4. "Mindful Senses"- Write down observations you make outdoors.</li> </ol>

### Elective Resources Weekly Activities (Week Five)

All students	<a href="http://www.clover.com/in/nasselville">www.clover.com/in/nasselville</a> Imagine Math and Math Facts
Mrs. Agee	<p>How to Sew A Button:</p> <ul style="list-style-type: none"> <li>-Thread your needle and tie a knot at the end of the thread.</li> <li>-Place the button on the garment where desired.</li> <li>-Begin stitching by inserting the needle up through Hole A. This will hide your knot on the reverse side.</li> <li>-Bring the needle back down through Hole B to the reverse side.</li> <li>-Then go back up through Hole A. Repeat 5 times ending by going down through Hole B.</li> <li>-This time come up through Hole C and then back down through Hole D.</li> <li>-Repeat 5 more times ending by going down through Hole D.</li> <li>-Tie a knot to secure your thread then snip off the excess.</li> </ul> 
Ms. Andrews	<p>Spanish: Family Movie Night!</p> <p>Find one of your favorite movies to watch that you have access to with Spanish subtitles. Watch the movie with subtitles in Spanish and see how many words you can connect in Spanish/English. Write a short paragraph summary of the movie (like a movie review) using as many Spanish words in your paragraph as possible.</p> <p><b>Bonus!</b> Watch this same movie (or another favorite that you are very familiar with) in Spanish this time with English subtitles. See how much you can match the English written words with the Spanish spoken words.</p>

Fine Arts	Take some time to think about current trends in music and art. What would you say are the 3 most popular songs and trends of 2020 so far? Take some time to write this down or create a drawing. Most likely, when you grow up these songs will remind you of your time in quarantine. If you really want to have fun, make a time capsule about music, trends, and other things that are currently important to you. Store these memories somewhere safe and in a few years you can open it up and have some fun memories.
Mrs. Townley/ Mrs. Harris	Imagine you are 25 years old and have your dream job. (a.) List 5 of your favorite things about that job and WHY you like them. (b.) What are 3 other jobs that also have those same 5 characteristics you enjoy? (c.) Now list jobs you could get as a high school student or college student that would prepare you for your dream job by being similar or by teaching you important skills needed for your dream job. Consider people skills as well as technology skills.
Mr. Keeton	Read to someone you are quarantined with, or tell them a story you know from memory. Make sure to use eye contact, proper volume, vocal variety, keep your feet still, don't read too fast or too slowly, and avoid voiced pauses.
PE Girls	Get someone who lives in your house to be active with you. Throw frisbee, shoot baskets, jumprope, race each other or go for a walk/jog. Enjoy each other and the exercise.
PE Boys	Complete the following this week (if possible) <ol style="list-style-type: none"> <li>1. 50 jumping jacks daily</li> <li>2. 50 calf raises daily</li> <li>3. 20 Body Squats</li> <li>4. 20 Walking lunges</li> <li>5. 1 mile Run (check with parents that this can be done safely)</li> </ol>

### Elective Resources Weekly Activities (Week Six)

All students	<a href="http://www.clever.com/in/nussellvite">www.clever.com/in/nussellvite</a> Imagine Math and Math Facts
Mrs. Agee	<p>HOW TO MAKE HOMEMADE ICE CREAM IN A BAGGIE:</p> <p>Ingredients:  2 Tbsp. sugar  1 cup half &amp; half (or light cream)  1/2 tsp. vanilla extract  1/2 cup coarse salt or table salt( used canning salt)  Ice  1 gallon-sized Ziploc bag  1 pint-sized Ziploc bag</p> <p>Directions:  1. Mix the sugar, half &amp; half, and vanilla extract together. Pour into a pint-sized Ziploc baggie. Make sure it seals tightly.  2. Next take the gallon-sized Ziploc bag and fill it up halfway with ice and pour the salt over the ice.  3. Then place the cream filled bag into the ice filled bag and seal.  4. Make sure it is sealed tightly and start shaking. Shake for about 5 minutes (or 8 minutes if you use heavy cream.)  5. Open the gallon-sized bag and check to see if the ice cream is hard, if not keep shaking. Once the ice cream is finished, quickly run the closed pint-sized baggie under cold water to quickly clean the salt off the baggie.  6. Open the baggie and pop in a spoon.  7. Enjoy!</p>
Ms. Andrews	<p>Spanish: Make your own Bilingual Comic Strip or Graphic Novel!</p> <p>Think about the movies you watched last week or a book you read recently that you enjoyed. Think about the major events or scenes from the story. Now, use that storyline to draw these scenes. You can use Google Slides or a comic strip generator if you would rather do it on the computer. Add in dialogue to give a summary of what the characters are talking about in each scene, but write the dialogue in Spanish and English!</p> <p>I hope you have all gotten a taste of the Spanish language and some cultural knowledge of Spanish speaking countries that has made you want to continue learning in the future!  Have a great summer and stay well! ☺</p>
Fine Arts	Think back on all of your fine arts events from this previous school year. This may be a concert, a field trip, song you learned in class, or a special piece of artwork. What are your top 3 fine arts memories of the school year? Create a journal entry or drawing about these 3 items. If available, take some time to share these memories with your fine arts teacher whether it be for art, chorus, drama, show choir, performing arts, music exploration, or band.

<p>Mrs. Townley/ Mrs. Harris</p>	<p>Imagine you are applying for a job. You know it's extremely important to make a good first impression. You prepare your application, resume and cover letter. You even remember to have friends read over them to check for errors. You send them in, neat and error-free. They are very impressed with you and your skills, so they call you to come in for an interview! Yay! I knew you could do it!</p> <p>(a.) Now what are some things to remember about your hygiene, dress and behavior when preparing for an interview? List as many things as you can remember about cleanliness, neatness, dress and behavior. Remember to consider yourself head-to-toe.</p> <p>(b.) What are some questions that you expect them to ask you about your experience and goals?</p> <p>(c.) What computer skills do you have that could be used for this job? Consider all software packages and programs you've used, both on your computer and the internet.</p> <p>(d.) What are some meaningful questions that you can ask them?</p>
<p>Mr. Keeton</p>	<p>Have someone you are quarantined with read to you, or tell a story from their memory. As you listen, give them your full attention. Put away any distractions (including cell phone!). Be a respectful audience member.</p>
<p>PE Girls</p>	<p>Get someone who lives with you to be active with you. Teach them the dance routine you made a couple weeks ago and do it together everyday this week. If dancing is not your thing, choose one of the other activities and share it with your family member.</p>
<p>PE Boys</p>	<p>Complete the following challenges this week:</p> <ol style="list-style-type: none"> <li>1. "Dribble Challenge"- Dribble a basketball 100 times with each hand.</li> <li>2. "Chair pose"- Hold for 30 seconds X 3</li> <li>3. Take the trash out for your parents.</li> <li>4. Clean up after supper.</li> <li>5. 1 mile run (if can do safely, check with your parents)</li> </ol>



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You will need to create an account using your email, password, and username. After submitting the information, you will be sent an email to confirm. Check the email you used and confirm. Once you have an account, select books and search for the desired title. Several options will appear, but if you scroll through the options, the book you are looking for should be there. You can download and "borrow" for two weeks to read on any browser, including a smartphone.



I searched and found several of the Harry Potter series and Percy Jackson series along with other popular middle school titles.

## Alabama Virtual Library

The Alabama Virtual Library is a great resource for non-fiction books and articles.

<https://www.avl.lib.al.us/>

