

BEARCAT DAY 6

**GRADE 7
ANDERSON COUNTY SCHOOLS**



ANDERSON COUNTY MIDDLE SCHOOL

7TH GRADE BEARCAT DAY 6

LANGUAGE ARTS	<u>HISTORICAL TEXTS PRACTICE PRACTICE SET</u> Complete the assignment in ELA teacher's Google Classroom.
MATH	<u>ONE STEP EQUATIONS WITH INTEGERS</u> Complete the assignment in your math teacher's Google Classroom.
SCIENCE	<u>CELL THEORY & CELL PARTS</u> Go to your science teacher's Google Classroom to complete your assignment. Read the SLIDES and complete the activity page .
SOCIAL STUDIES	<u>WORLD LEADERS: ALEXANDER THE GREAT</u> Read the article and answer the questions in your Social Studies' teacher's Google Classroom.
PE/HEALTH	<u>PHYSICAL ACTIVITY LOG</u> Read the article and answer the questions. Email your responses to your brian.glass@anderson.kyschools.us .
LITERACY	<u>SHOULD SCHOOLS BE OPEN ALL YEAR?</u> Read the article and answer the questions in MS. Knight's Google Classroom.

Use the Reading Guide to help you understand the passage.

The Dust Bowl and the Government Rescue

Reading Guide

Summarize what happened in the Great Plains between 1931 and 1939.

Great Plains farmers did not just go back to their farms when they discovered that California was not the opportunity they had hoped for. Why not?

What role did the federal government play in helping farmers and others in the 1930s? Why did they get involved?

The Source of the Trouble

When wind and dry soil meet, dust sweeps across the land. This combination happened on a massive scale during the 1930s in the United States. From 1931 to 1939, little or no rain fell across the Great Plains. The drought and erosion created a "Dust Bowl" across more than 50 million acres of farmland in states that included New Mexico, Kansas, Texas, and Oklahoma.

With no rain, little soil, and dusty air, farmers were powerless and penniless. They became refugees of the environment. To escape the dust storms, which became known as "black blizzards," many of them moved from the Great Plains to farms in California and cities in the West. It is estimated that 2.5 million people left the Great Plains during this period. They hoped to begin again, but most found poor living conditions and little aid. Many cities tried to keep them out; few people or organizations helped them resettle.

Desperate Times

The displaced had nowhere to turn and could not go back. Their old farms were useless, and they had already spent what little money they had to travel west. It would take major measures in the form of laws, programs, and financial assistance by the federal government to assist the millions of people devastated by the Dust Bowl and repair the unprecedented environmental problems.

The Government Responds

In the early 1930s, the U.S. government under President Franklin Roosevelt began to implement a series of "New Deal" programs to help the country recover from the Great Depression. Since the wide-scale dust condition in the Great Plains had never occurred before, it was not clear what should be done to help correct it. Beginning around 1934, though, the federal government tried a number of New Deal-style measures to alleviate the problems.

Reading Guide

Suppose the president vetoes a bill. How can it still become a law?

Reread the purposes of the Taylor Grazing Act and the Frazier-Lemke Farm Bankruptcy Act. How were they different?

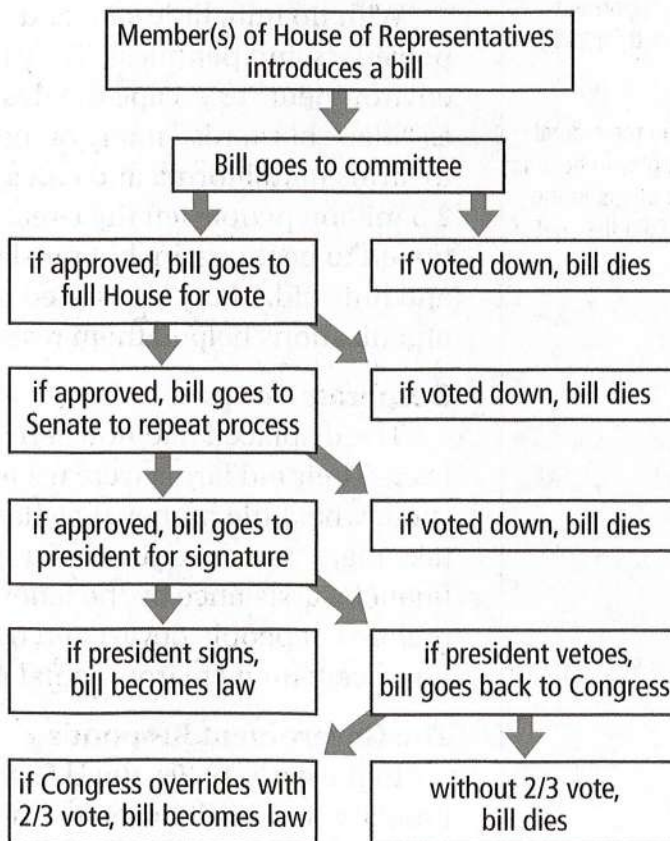
How did the Federal Surplus Relief Corporation help Great Plains farmers?

The First Acts of the New Deal

The first of many New Deal maneuvers were laws passed to protect farmers and their land. Passing a law requires both the legislative and executive branches of the government, so both Congress and President Roosevelt were involved.

In 1934, Congress passed, and the president signed, the Taylor Grazing Act. It regulated grazing on publicly owned lands. That control stopped farmers from letting their animals overgraze as they had been and destroying farmlands. That same year, the Frazier-Lemke Farm Bankruptcy Act became law. It restricted banks from taking away farms from farmers who lacked the money to keep up with their payments.

How a Bill Becomes a Law



Reading Guide

How did the government spend \$500 million through the Emergency Relief Appropriation Act?

Why was it important for the government to have soil conservation programs like the Soil Conservation Service?

1935: A Busy Year for the New Deal

Many additions were made to the New Deal in 1935. The Drought Relief Service, designed to oversee all programs related to the drought situation, bought cattle from failing farms. Sick cattle were destroyed. The rest were distributed by the Federal Surplus Relief Corporation as food all over the country. While some farmers were unhappy to lose their cattle, the act helped them avoid losing everything. They could not afford to keep the cattle, and the price the government paid was significantly higher than the farmers could get anywhere else.

On April 8, the president signed the Emergency Relief Appropriation Act. It authorized \$500 million to create work-relief programs for drought victims and other people suffering through the depression. The Works Progress Administration, one of the most famous of all New Deal programs, started under this act. The idea was that the government would hire people—perhaps millions of them—for various jobs. The concept and scale of the program was unprecedented. It remains one of the largest public-assistance programs in American history.

Programs such as the Works Progress Administration helped people by providing jobs, loans, and other assistance.



Land Preservation

Although the new programs gave some relief to farmers, the land was getting worse. After another 850 million tons of topsoil were lost in the wind, a government report noted, "Unless something is done, the western plains will be as arid as the Arabian desert." Soil erosion needed to be stopped, so Congress created the Soil Conservation Service to teach improved farming methods. It taught farmers about crop rotation, which involves changing crops every few years so the soil has time to recharge its nutrients. They also learned about contour plowing with the curves of the land and strip cropping (planting different crops in alternating strips). Farmers who agreed to follow these methods received money from the government.

Reading Guide

Camps, like the Arvin Migratory Labor Camp, had an arrangement with people who lived there. What was it?

Consider the main points made in the conclusion. What do they suggest about the author's point of view regarding the New Deal? What phrases suggest that perspective?

Look at the timeline. Which year was the busiest for New Deal programs and legislation?

Other programs made efforts to protect the land from wind and erosion. The Prairie States Forestry Project, for example, worked with farmers to plant trees. Trees create a shield against the wind, and their roots hold soil in place.

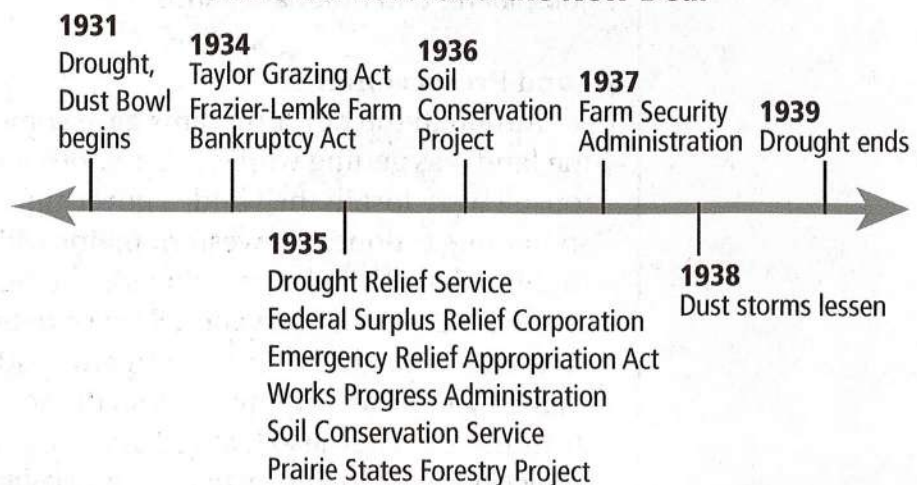
Help in California

Great Plains farmers also received some help in California. In 1937, the Farm Security Administration opened places there for people to live. The first was the Arvin Migratory Labor Camp, and the federal government paid for its operation. It provided a place to live in exchange for work. The conditions were simple, mostly tents on wooden platforms, but improved on the desolate situation before. Twelve more camps opened after Arvin, and the people in the camps worked together to govern them. It was still difficult to find regular, daily work, and the wages were low, but over time the transplants from the Dust Bowl began to make a life for themselves beyond the Great Plains.

Conclusion

The 1930s were an unbelievably desperate time for Americans, particularly the farmers of the Great Plains. Without the enormous help of the U.S. government through New Deal programs, there is no telling how much more difficult those years would have been and how much more devastated the farmlands would have become. Even a partial summary of the New Deal gives an idea of the contribution the government made to ease the challenges faced during the terrible decade known as the Dust Bowl.

The Dust Bowl and the New Deal



Answer the following questions.

- 1 The text claims that people who fled the Great Plains to California did eventually receive some help from the federal government. Identify the evidence in the text that supports that idea.

Write your answer on the lines below.

- 2 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is a work-relief program?

- A. any plan that makes a person's job easier
- B. an office where people can apply for jobs
- C. money people receive when they lose their jobs
- D. a government program that pays people to work

Part B

Which sentence from the passage explains the meaning of work-relief in Part A?

- A. It restricted banks from taking away farms from farmers who lacked the money to keep up with their payments.
- B. The idea was that the government would hire people—perhaps millions of them—for various jobs.
- C. While some farmers were unhappy to lose their cattle, the act helped them avoid losing everything.
- D. Twelve more camps opened after Arvin, and the people in the camps worked together to govern them.

- 3 What does the author think about the New Deal and its role during the Dust Bowl? Would all people feel the same way? How can you tell that the author's perspective might be different from others?

Write your answer on the lines below.

- 4 How is "The Dust Bowl and the Government Rescue" structured?

- A. in time-order sequence
- B. by comparing and contrasting events
- C. as a list of problems and solution
- D. in a series of cause-and-effect paragraphs

- 5 The following steps in how a bill becomes a law are out of order. Write 1, 2, 3, 4, and 5 to put them in order from beginning to end.

☐ The full House of Representatives approves the bill.

☐ A representative introduces a bill.

☐ The president signs the bill.

☐ The Senate approves the bill.

☐ A House committee approves the bill.

One-Step Equations with Integers

* Required

1. Email address *

[Handwritten scribble]

2. First Name *

3. Last Name *

Reference the following video for instructions and help to solve one-step equations.



<http://youtube.com/watch?v=bS6KGpAwSEU>

Question 1

4. 1. Find the value of n needed to make the equation shown true.

1 point

$$n + 19 = 40$$

5. 2. Adam and Blake solved the equations shown. Who solved their equation correctly? 1 point

ADAM

$$x - 12 = 41$$

$$x = 29$$

BLAKE

$$x + 14 = 52$$

$$x = 66$$

Mark only one oval.

- ☐ A. Adam only
- ☐ B. Blake only
- ☐ C. Both Adam and Blake
- ☐ D. Neither Adam and Blake

6. 3. Which equation has a solution of $x = 2$?

Mark only one oval.

P3 of 4

$$\frac{x}{8} = 16$$

☐ A.

$$-2x = 4$$

☐ B.

$$17x = 34$$

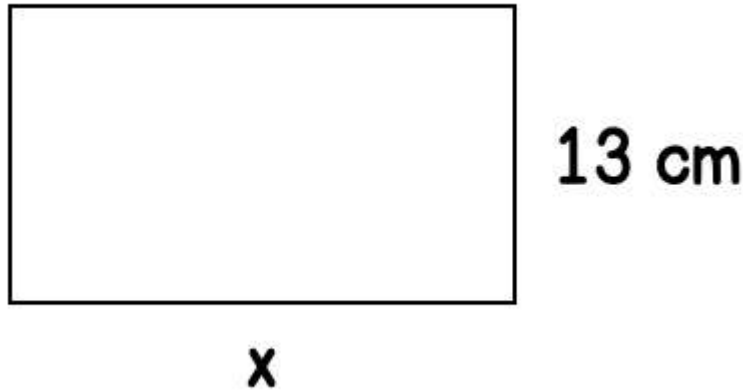
☐ C.

$$x - 14 = 16$$

☐ D.

Question 4

7. 4. The area of the rectangle below is 221 square cm. Find x , the length of the rectangle. 1 point



p4 of 4

Question 5

8. 5. According to CBS, in 2010 the average cost of a Super Bowl ticket was \$3,509. This is \$441 less than the cost of a 2015 ticket. How much was a ticket in 2015? 1 point

Mark only one oval.

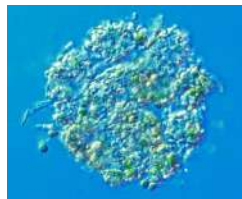
- ☐ A. \$3,950
- ☐ B. \$3,068
- ☐ C. \$2,618
- ☐ D. \$2,968

Grade 7 Bearcat Day 6 Science

Cell Theory & Cell Parts Photosynthesis and Cellular Respiration Notes

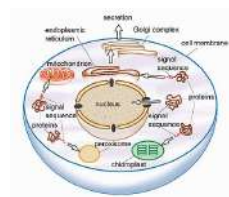
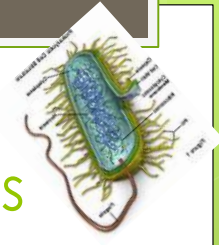
Cell Theory has 3 parts

1. All living things are made of cells
2. Cells are the basic units of structure and function in all living things
3. All cells are produced from other cells



There are 2 types of cells

- Prokaryotic cell and Eukaryotic cells
- Prokaryotic cells- cells without a nucleus (less developed/evolved)
- Eukaryotic cells- Cells with a nucleus (more developed/ evolved)

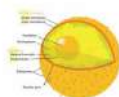


Parts of the cell (organelles)

- Nucleus- Acts as the brain of the cell- controls all cell functions, the nucleus stores and copies DNS

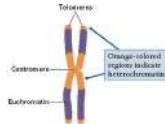


- Nuclear Membrane- A protective covering that surrounds the nucleus.

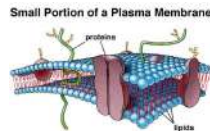


Organelles Continued...

- Chromosome- An X shaped structure in the nucleus that contains the genetic material (DNA).

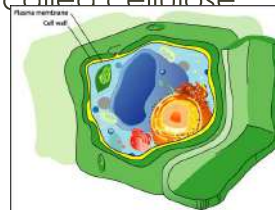


- Cell Membrane- Protective structure of the cell that controls what enters and leaves the cell.

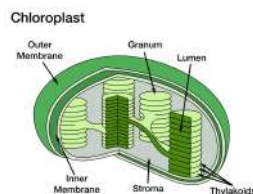


Organelles...

- Cell Wall- A rigid layer that surrounds the cells of plants.; it helps protect the cell and give it structure; made from a fibrous material called cellulose

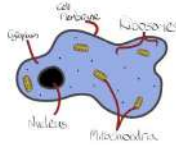


- Chloroplasts- The structure in a plant cell that captures energy from the sun so the plant can make food.



Organelles...

- Cytoplasm- Semi- fluid structure in the cell – surrounds all other structures in the cell; it helps give the cell structure and support as well as provide areas for other cellular functions.



- Endoplasmic Reticulum (E.R.)- Passageways in the cell that proteins and other materials use to move from one part of the cell to another. (think of this like a hallway that connects people to other parts of a building)



Organelles...

- Golgi Bodies- Receives proteins from the E.R. , packages them and sends them to other parts of the cell. (kind of like a delivery service)

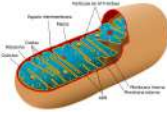


- Lysosome- Breaks down large pieces of food into smaller ones. Gets rid of waste in the cell.



Organelles...

- ▢ Mitochondria- Rod shaped structure that convert food into energy the cell can use. " Power house of the cell"



- ▢ Ribosome- Grain like structure where proteins are made.

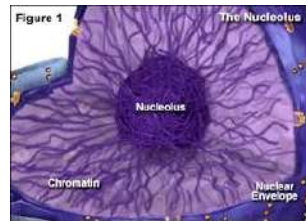


- ▢ Vacuole- Storage area within the cell. In animal cells there are several small vacuoles in plant cells there is 1 large central vacuole.

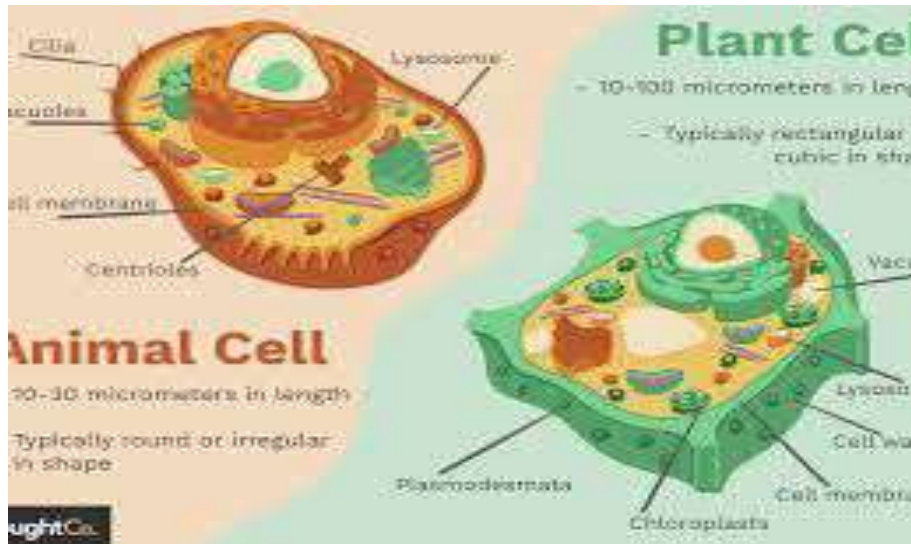


Organelles

- ▢ The Nucleolus- the nucleolus is found at the center of the nucleus.
- ▢ It has the important job of making ribosomes.



All organelles (little organs) are critical to the survival of the cell! They all work together to make cells live and function.



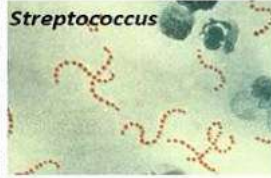
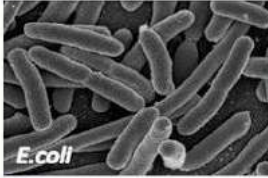
Comparing unicellular and multicellular organisms

Unicellular organisms:

- Uni = 1- so unicellular organisms are only made of 1 cell
- Unicellular organisms are less developed, very simple organisms
- They reproduce VERY quickly, often by binary fission
- Binary fission- Binary = 2 Fission = split- so binary fission = when 1 cell copies itself and splits in two
- Reproduce by themselves every new cell is an exact copy (good parts and bad parts) of the original (parent) cell.
- This type of reproduction creates very little genetic diversity.

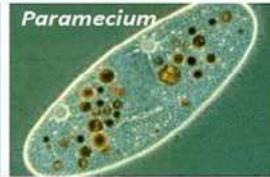
Examples of Unicellular Organisms

1 All Bacteria

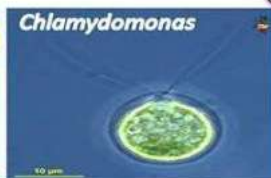
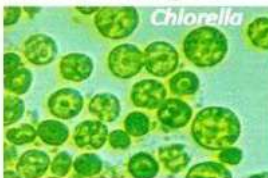


2 All Protists

www.examplesof.net



3 Some Algae



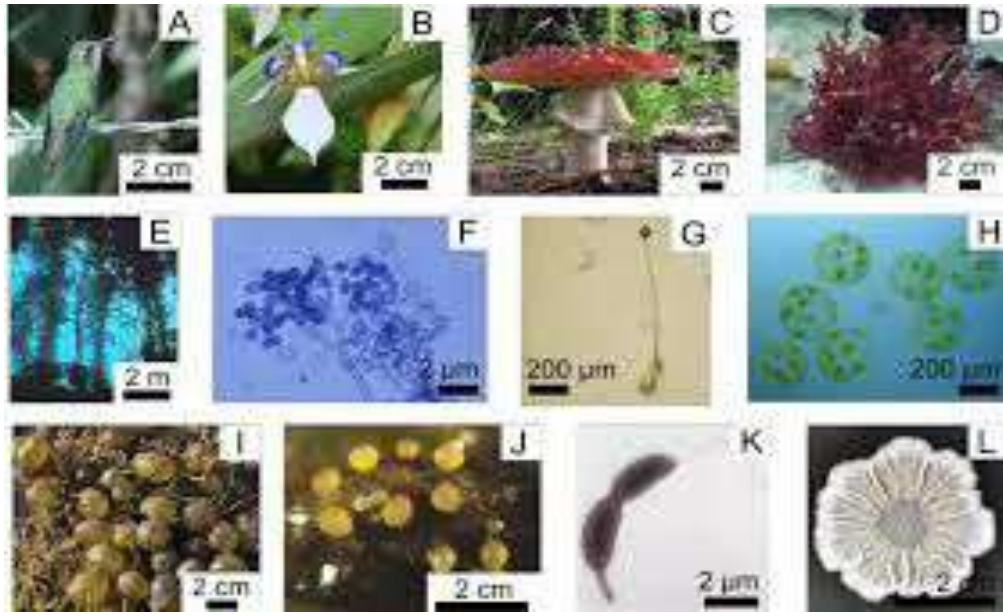
4 Unicellular Fungus



Multicellular Organisms

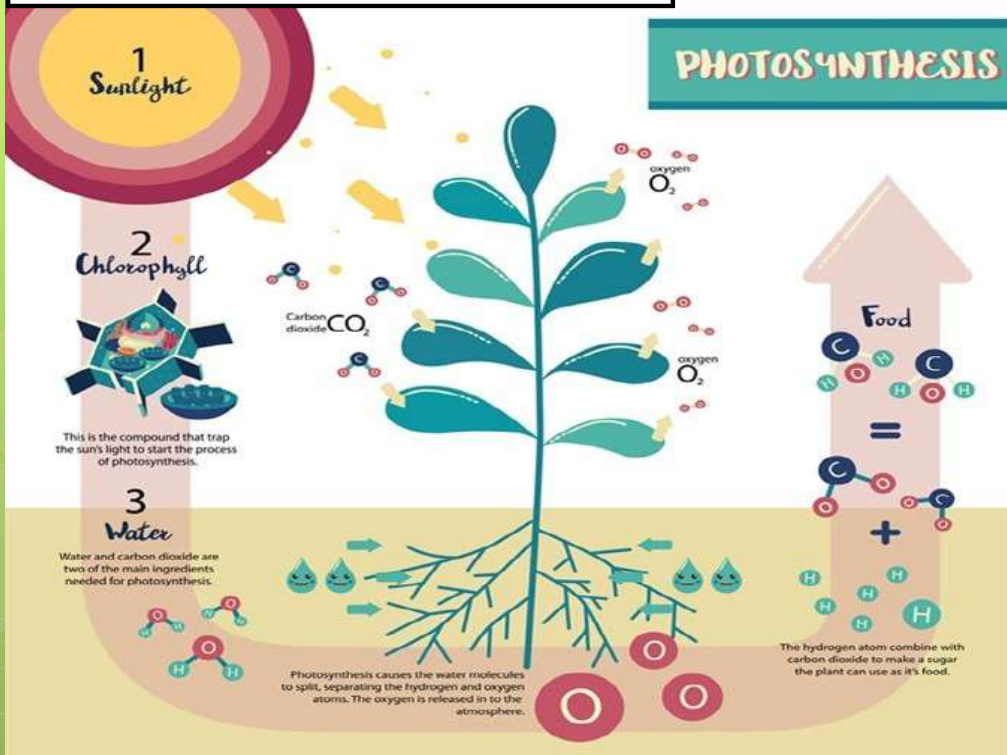
- Multi = many
- Multicellular organisms are made of 2 or more cells
- Multicellular organisms often have specialized cells
- Are more developed/complex
- Reproduction can happen in many ways- growth and development of new organisms happen much more slowly
- In organisms that reproduce with another organism (like flowers, trees, fish, cats, dogs, people) new organisms are genetically different than the parents- this creates more diverse and stable populations.

Just a few examples....



What is photosynthesis?

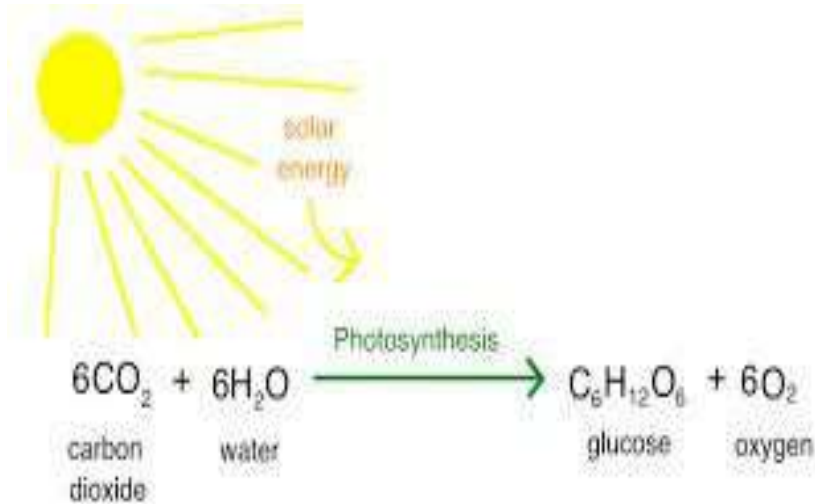
- Photo = light Synthesis = put together
- Photosynthesis is a process where plants use light to make their own food (sugars, like glucose) in order to live and grow.
- The part of the plant that allows this process to happen is the chlorophyll which is located in the chloroplasts of plant cells.



Photosynthesis

- Photosynthesis is the process through which plants make their own food.
- The food plants make is a carbohydrate, or sugar, called glucose.
- In the process of photosynthesis, plants also release a gas we all need: oxygen.
- Here's a diagram that shows the ingredients plants use and the products plants produce in the process of photosynthesis.

What goes in and comes out



All things depend on photosynthesis....

- Not only do plants need to go through photosynthesis but almost every other living thing depends on this process.
- Even things that are not plants rely on photosynthesis for energy because they are the basis of food chains.
- When a producer goes through photosynthesis the primary consumer eats the producer. Then secondary and tertiary consumers eat the primary consumer, so all of that energy that came from the plant gets transferred through the food chain.

It is all a cycle...

- When consumers eat other things they get energy.
- When you inhale you get oxygen
- Both nutrients and oxygen are needed to power your cells.
- The food goes through the digestive system, which breaks down the food into small molecules cells can use.
- When cells get the nutrients and oxygen, they use them to perform cellular respiration.

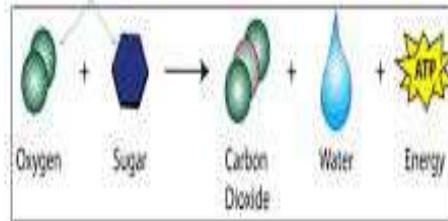
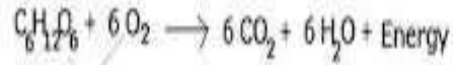
Cellular respiration

- The break down of nutrients and release of energy
- Happens in 2 stages
 - Stage 1- Large Molecules are broken down into smaller molecules in the cytoplasm
 - Step 2- The small molecules move to the mitochondria, which break down the molecules to release energy and power the cell

- What comes from the process of photosynthesis is EXACTLY what is required for the process of cellular respiration. They depend on each other!

Cellular Respiration Equation

Cellular Respiration

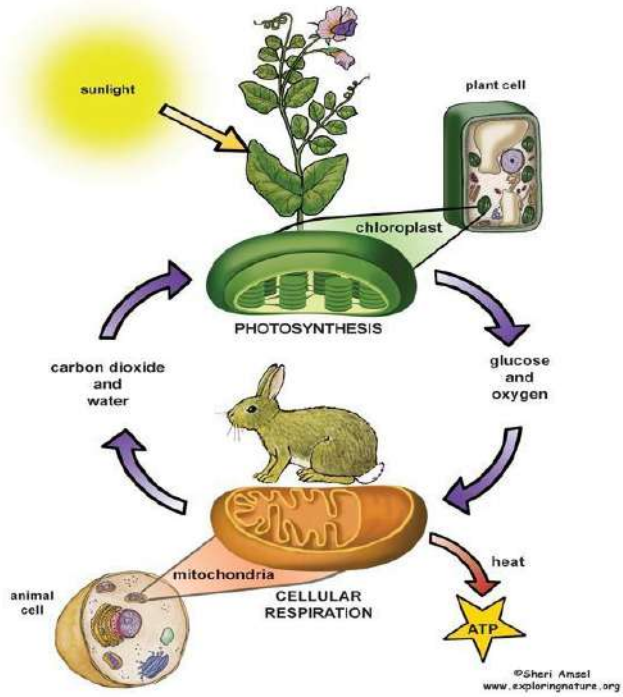


Think about it

- Plants absorb water and carbon dioxide and release oxygen and glucose during photosynthesis
- Cells take in glucose and oxygen and release carbon dioxide and water during cellular respiration.
- Photosynthesis take in energy; cellular respiration releases energy



Photosynthesis and Cellular Respiration



BearCat Day 6: Cell Part Notes

Name: _____ Teacher: Bowman or Chrisman (Circle One)

Use the Slides Handout to complete the notes.

Cell Theory

- 1.) _____
- 2.) _____
- 3.) _____

Two Classifications of Cells

_____ - Cells **WITHOUT** a nucleus (less developed/evolved)

Ex: _____

_____ - Cells **WITH** a nucleus (more developed/evolved)

Ex: _____

CELL PARTS		
Cell Part	Function	Picture
Nucleus	Acts as the _____ of the cell- _____ all cell functions	
Nuclear Membrane		
Chromosome	An _____ shaped structure in the _____ of the cell and contains all _____ (DNA)	

BearCat Day 6: Cell Part Notes

Name: _____ Teacher: Bowman or Chrisman (Circle One)

Cell Membrane	<p>_____</p> <p>_____</p> <p>controls what enters and leaves the cell</p>	
Cell Wall	<p>Only found in _____, it is a rigid structure made from _____ that surrounds the cells of plants.</p>	
Chloroplast	<p>Only found in _____, captures energy from the _____ which allows plants to go through _____, making their own food.</p>	
Cytoplasm		
Endoplasmic Reticulum (E.R.)	<p>2 types: Rough and _____</p> <p>Acts as a _____ in cells that allows _____ and other materials to move from one part of the cell to another</p>	
Golgi Bodies	<p>Receives _____ from the _____, packages them and sends them to other parts of the cell</p>	
Lysosome	<p>_____ large molecules of _____ into smaller ones</p>	

BearCat Day 6: Cell Part Notes

Name: _____ Teacher: Bowman or Chrisman (Circle One)

Mitochondria	<p>“ _____ mitochondria”</p> <p>“ _____ of the cell” A rod shaped structure that converts _____ into _____ the cell can use.</p>	
Ribosome	<p>Very small grain-like structure where _____ are made.</p>	
Vacuole	<p>_____ of the cell, usually for waste or _____. In plant cells, this is usually very large and there is usually only one. In animal cells, there may be several smaller ones.</p>	
Nucleolus	<p>Inside the _____, makes _____</p>	

Fill in the chart below to contrast unicellular and multicellular organisms:

Pieces of information:	Unicellular	Multicellular
1		
2		
3		

Name: _____ Teacher: Bowman or Chrisman (Circle One)

Photosynthesis:

- Based on that equation identify the number of each atom before and after the reaction; remember The large Coefficient multiplies everything behind it and the subscript (small #) only affects the atom it is attached to.

- It's all a cycle:** Your cells need _____ & _____

- Cellular respiration is _____
- It happens in 2 stages; the 1st stage happens in the _____, the 2nd stage happens in the _____

BearCat Day 6: Cell Part Notes

Name: _____ Teacher: Bowman or Chrisman (Circle One)

- The products of photosynthesis are _____ what cellular respiration needs to work.
- Write the chemical equation for cellular respiration

- Count the # of atoms before and after cellular respiration:

Before: C= O= 18 H=12

After: C= 6 O= 18 H=

- ❖ What do you notice about the number and type of atoms released from photosynthesis and used for respiration; they are _____.
- Plants absorb _____ & _____ and releases
_____ & _____
- Cellular respiration takes in _____ &
_____ and releases _____ &



World Leaders: Alexander the Great

By Biography.com Editors and A+E Networks, adapted by Newsela staff on 08.02.16

Word Count **823**

Level **970L**



Alexander the Great, from a detail of the Alexander Mosaic made circa 100 B.C. Wikimedia Commons

Synopsis: King of Macedonia and conqueror of the then-known world, Alexander the Great was born on July 20, 356 B.C., in Pella, Macedonia. From 336 to 323 B.C., he united the Greek city-states and led the Corinthian League. After a campaign of conquest, he became the king of Persia, Babylon and Asia, and created Macedonian colonies in the region. While considering conquering Carthage and Rome, Alexander died of malaria in Babylon, in present-day Iraq, on June 13, 323 B.C.

Early Life

Alexander the Great was born in the Pella region of Macedonia on July 20, 356 B.C., about 2,300 years ago. Macedonia is now part of Greece. His parents were King Philip II of Macedon and Queen Olympia. Growing up, the dark-eyed and curly-headed Alexander hardly ever saw his father, who spent most of his time at war. Although Olympia served as a powerful role model for the boy, Alexander grew to resent that his father was not around.

Alexander's first teacher was Leonidas, who had been hired by King Philip II to teach Alexander math, horsemanship and archery. Leonidas struggled to control his rebellious student. Alexander's

next tutor was Lysimachus, who used role-playing to capture the restless boy's attention. Alexander particularly enjoyed pretending to be the warrior Achilles.

In 343 B.C., King Philip II hired the philosopher Aristotle. Over the next three years, Aristotle taught Alexander and a handful of his friends philosophy, poetry, drama, science and politics. They read Homer's *Iliad*, an epic poem about war, which inspired Alexander to become a heroic warrior. Aristotle created a shorter version of the poem for Alexander to take with him on military campaigns.

In 339 B.C., while he still just a teen, Alexander became a soldier. A year later, he helped his father defeat the Athenian and Theban armies. Philip II united most of the Greek states into what was called the Corinthian League, but then the relationship between father and son fell apart. Philip married Cleopatra Eurydice and forced Alexander's mother, Olympia, to leave. She and Alexander fled Macedonia.

King Of Macedonia

In 336, Alexander's sister married a king. A festival was thrown after the marriage, during which King Philip II was murdered.

After his father's death, Alexander, then 19, was determined to grab the throne by any means. He gained the support of the Macedonian army. It proclaimed Alexander the king and helped him murder the other heirs to the throne. Olympia helped her son by killing King Philip II and Cleopatra's daughter, and driving Cleopatra to suicide.

Even though Alexander was now the king of Macedonia, he didn't automatically rule the Corinthian League. In fact, the southern states of Greece celebrated King Philip II's death and started independence movements.

Campaigns And Conquests

Alexander received news that Thebes, a Greek city-state, had forced out the Macedonian troops stationed there. Alexander did not want the other city-states to rebel. He marched his enormous army – 3,000 cavalry and 30,000 soldiers – southward all the way to the tip of Greece.

Alexander and his forces arrived in Thebes, and three days later, they destroyed the city. Alexander wanted to warn the other city-states thinking about revolting. His tactic proved effective; the other Greek city-states either chose to become allies of the Macedonian Empire or did not fight against it.

In 334, Alexander faced Persian King Darius III's army and swiftly defeated it. In the summer of 333, the troops of Alexander and Darius once again went head to head. Although Alexander's army was outnumbered, he used skillful military tactics to defeat the Persians. Darius fled, and in 333, Alexander declared himself the king of Persia.

Next up was his campaign to conquer Egypt, which gave up without a fight. In 331, he created the city of Alexandria, a center for Greek culture and business. Later that year, Alexander defeated the Persians and became "King of Babylon, King of Asia, King of the Four Quarters of the World."

Next, Alexander conquered eastern Iran. After capturing a prince named Oxyartes, Alexander married his daughter, Rhoxana. In 328, Alexander defeated King Porus' armies in northern India.

Grade 7 Bearcat Day 6 Social studies

In February 324, Alexander reached the city of Susa in Persia. He was desperate to continue to lead and expand his army. He ordered many Macedonians to marry Persian princesses. Alexander managed to hire tens of thousands of Persian soldiers, and then fired many of his Macedonian men. This enraged the Macedonians, who spoke critically of Alexander's new troops and condemned him for adopting Persian customs and behavior.

Death

Alexander died of malaria in what is now Iraq on June 13, 323 B.C. He was just 32 years old. Rhoxana gave birth to his son a few months later.

After Alexander died, his empire collapsed and the nations within it battled for power. Over time, the cultures of Greece and Asia mixed and thrived. The changes that followed are the gift that Alexander left the world.

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Grade 7 Bearcat Day 6 Social studies

Quiz

- 1 According to the article, how did Alexander the Great's thinking about Persia change after he defeated the Persians?
- (A) Initially, he feared the strength of the Persian army, and after the defeat he sought them as allies.
 - (B) Initially, he trusted the Persian empire as an ally, and after the defeat he was worried other city-states would rebel.
 - (C) Initially, he wanted to conquer the Persian empire, and after the defeat he wanted to learn from their skillful military tactics.
 - (D) Initially, he saw the Persians as a threat to his empire, and after the defeat he wanted to adopt Persian culture.

- 2 Which answer choice accurately characterizes Alexander the Great's reaction to his father's murder?
- (A) He was determined to get revenge for his father's death.
 - (B) He took the opportunity to seize the throne for himself.
 - (C) He blamed his father's wife and child for the murder.
 - (D) He honored his father by becoming a military leader.

- 3 Read the following two selections from the section "Campaigns And Conquests".

Alexander received news that Thebes, a Greek city-state, had forced out the Macedonian troops stationed there. Alexander did not want the other city-states to rebel. He marched his enormous army – 3,000 cavalry and 30,000 soldiers – southward all the way to the tip of Greece.

Alexander and his forces arrived in Thebes, and three days later, they destroyed the city. Alexander wanted to warn the other city-states thinking about revolting. His tactic proved effective; the other Greek city-states either chose to become allies of the Macedonian Empire or did not fight against it.

What is the MOST likely reason the author included these details?

- (A) to illustrate how powerful Alexander the Great's army was
 - (B) to compare the different military strategies used by Alexander the Great
 - (C) to show that Alexander the Great was a poor and indecisive leader
 - (D) to explain why Alexander the Great was unable to conquer Greece
- 4 What is the connection between the first section of the article, "Early Life," and the final section, "Death"?
- (A) The first section highlights the events that influenced Alexander the Great to become the leader of an empire; the final section explains the lasting influence his empire had on the world.
 - (B) The first section describes what Alexander the Great's was like as a child; the final section shows what Alexander the Great was like as a grown adult leading a powerful empire.
 - (C) The first section shows how Alexander the Great was influenced by his father's actions to become a king; the final section explains why he should not have followed in his father's footsteps.
 - (D) The first section illustrates how Alexander the Great was influenced by his education; the final section shows how Alexander the Great used his knowledge to improve his empire.

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Grade 7 Bear cat Day 6 Health & Pe

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Physical Activity Log

Warm up:

30 seconds of Jumping Jacks and 60 seconds of running in place.

Stretches:

Triceps both right and left arm for 15 seconds each

Deltoid (shoulder) 15 seconds each arm

Toe Touches 15 seconds

Hurdler stretch, 15 seconds for each leg

Butterfly stretch 15 seconds

Flamingo, 15 seconds for each leg

Calve muscle, 15 seconds each leg

Exercises:

2 minutes of jumping jacks

2 minutes of jumping rope

2 minutes of running in place

1 minute of squats

10 push ups

10 sit ups

1 minute break

Repeat the exercise routine 3 more times.

Additional Physical Activities:

20 minutes of work around the house (cleaning, shoveling snow, whatever needs to be done)

I, _____, have completed all of the above activities for Bearcat Day 1.

Student Signature _____ Date: _____

Parent Witness _____ Date: _____

The following selection is an editorial about having the school year go twelve months. Read the selection. Then read each question and choose the best answer. Use the provided answer sheet at the end of the workbook to record your answers.

Should Schools Be Open All Year?

Are you ready to give up your summer vacation and go to school all year? Officials in some school districts are changing the school calendar. As a result, students are attending classes during the summer and taking breaks at other times of the year. As bizarre as this idea might sound, it does offer advantages. A year-round schedule reduces school overcrowding, improves teachers' lives, and helps students learn.

Right now most schools follow the traditional nine-month calendar in which school is in session from September to June. Over the last ten years, though, the number of schools open all year has risen steadily. In 1990, only 859 schools and 733,660 students followed a year-round schedule. By 1999, those numbers had increased to almost 3,000 schools and over two million students.

Why give up the traditional schedule? For one thing, the original reason for the nine-month school year no longer exists. The nine-month model was developed in the nineteenth century because most families worked on farms. During the summer months, parents needed their children's help to harvest crops. These days, not as many families farm for a living and those who do no longer depend so much on family labor. For this reason, students do not have to be home during the summer as they once did.

How does the year-round schedule work? In most cases students spend the same amount of time in school as they do on a traditional schedule—about 180 days. The difference is that vacations are spread throughout the year. School districts break up the year-round calendar in different

ways. The most popular schedule divides the year into four nine-week terms. Each term is followed by a three-week vacation. Four additional weeks serve as winter vacation, spring break, and holidays. On other year-round plans, students attend school for three twelve-week terms with breaks of three or four weeks and additional time for summer vacation. Still another plan divides the year into two sessions of eighteen weeks and six vacation weeks, with four weeks for holidays.

With the year-round system, a school district can adjust students' schedules to fit its needs. Some year-round schedules divide students into three groups. One group or another is always on vacation, which can offer families more chances to take less expensive, off-season trips. This plan helps schools that have too little space for their students. Another benefit is that buildings no longer stand empty for months at a time. In fact, a school that is open all year long can serve 33 percent more students than one that is open only from September to June.

A year-round schedule also helps teachers. Many teachers are forced to work at other jobs during the summer to make money. If schools are open all year long, teachers can teach more days per year and have more choices about how they spend their time when they are not teaching. They may decide to train new teachers, develop new programs, or take time to fine-tune their own skills. A year-round schedule would enhance teachers' professional growth and give them much-needed flexibility.

The most important reason to change to year-round schooling is that it helps

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students learn. Teachers find that over the long summer break students often forget what they already learned. As a result, teachers waste a lot of time at the beginning of every year reviewing last year's work. When vacations are shorter, students remember more information. Both teachers and students would also escape the usual slump after spring break when they are suffering from end-of-year burnout. One eighth-grade teacher commented, "On the new schedule, we spend

less time reviewing and more time learning new things. Students' self-respect soars."

Of course, year-round schooling does not solve every problem in schools, but it does create some significant advantages. The year-round plan offers schools a flexible way to make the most of space and other resources, and it helps students hold onto the knowledge and skills they have learned and gain new knowledge more quickly. This is, after all, the most important goal of schools everywhere.

Should Schools Be Open All Year?

1. How does the traditional yearly schedule today differ from that of the nineteenth century?
 - A Students are in school most of the summer.
 - B Students don't have to be at home in the summer working the farm.
 - C The winter months are not as harsh as they once were.
 - D Families don't take as many summer vacations.
2. According to the passage, why would both teachers and students benefit from year-round schooling?
 - A They both would get a longer summer break.
 - B Students would forget less information.
 - C They would both escape the end-of-the-year "burnout."
 - D Teachers could use the time off for refining their skills.
3. In the second paragraph, what technique does the writer utilize for persuading schools to switch to the year-round school calendar?
 - A the bandwagon approach
 - B testimonials
 - C glittering generalities
 - D convincing research about learning
4. Knowing the meaning of the suffix *-ive* can help the reader understand that *expensive* means
 - A requiring money.
 - B not requiring money.
 - C not wealthy.
 - D requiring a lot of time.

Should Schools Be Open All Year?

5. What is the difference in the school schedule of a traditional school year versus a year-long school schedule?
- A more time spent in school
 - B more frequent seasonal vacations
 - C less time spent in school
 - D The article doesn't fully explain the difference.
6. "Students' self-respect soars." This sentence is an example of which type of figurative language?
- A simile
 - B metaphor
 - C alliteration
 - D hyperbole
7. Based on the information in the selection, make a prediction about one positive result of year-round schooling and one negative result. Choose ideas that are not discussed in the selection.