Seventh Grade

Snow Cancellation Packets

This packet includes the following:

- Math Packet
- ELA Information Sheet
- ELA Reading Comprehension Worksheets (2)
- PE Information Sheet
- Science Worksheets (3)
- STEM Worksheets (2)
- Social Studies Worksheets (3)
- Computer Assignments

If you do not have one of these classes this semester, please just skip those assignments.

Email Addresses for Questions:

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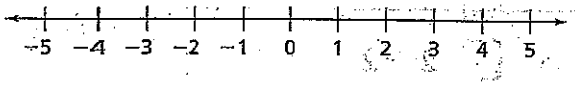
Name _____

Indiana Standards Practice
7.NS.3

1. Place a point where you think $\sqrt{5}$ would go on the number line.



2. In which list are the numbers in order from least to greatest?

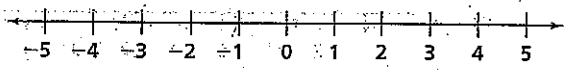
Ⓐ $\pi, \frac{11}{3}, \sqrt{11}, 3.5$

Ⓑ $\frac{11}{3}, \pi, 3.5, \sqrt{11}$

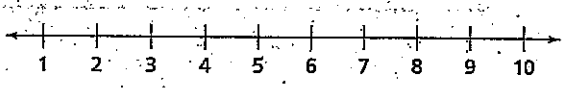
Ⓒ $\pi, \sqrt{11}, 3.5, \frac{11}{3}$

Ⓓ $\sqrt{11}, \frac{11}{3}, \pi, 3.5$

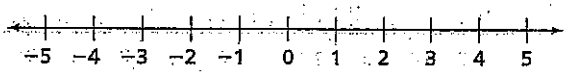
3. Place a point where you think $\sqrt{14}$ would go on the number line.



4. Place a point where you think $\sqrt{42}$ would go on the number line.



5. Place where you think $-\sqrt{8}$ would go on the number line.



6. Between which two integers does $\sqrt{72}$ appear on the number line?

7. Select all the numbers that are rational.

- ☐ 3
- ☐ $2+2$
- ☐ $\sqrt{-97}$
- ☐ $\frac{7}{10}$
- ☐ $3\sqrt{2}$

Name _____

Indiana Standards Practice
7.AF.1

1. An expression is given:

$9x - 7y - 6x$

Write an equivalent expression by combining like terms.

2. An expression is given:

$x(-1.8 - 6y)$

Use the distributive property to expand the expression.

3. An expression is given:

$\frac{2}{5}x - \frac{2}{3}z + 8 - 2 - 0.3x$

Select all pairs of like terms.

- ☐ 8 and 2
- ☐ $\frac{2}{5}x$ and $-\frac{2}{3}z$
- ☐ $\frac{2}{5}x$ and $0.3x$
- ☐ $\frac{2}{5}x$ and $-0.3x$
- ☐ 8 and -2

4. An expression is given:

$35c + 14b - 7$

Use the GCF of the terms to write an equivalent expression.

5. What is the sum of the two expressions?

$\left(\frac{2}{7}x - 6\right) + \left(\frac{3}{7}x + 8\right)$

6. Find the difference of the two expressions.

$\left(\frac{4}{5}k + 1\right) - \left(\frac{3}{5}k - 2\right)$

7. What coefficient of d makes the expressions equivalent?

$-\frac{1}{3}(2.7d + 1.8) = (?d - 0.6)$

8. Joel read x books during summer vacation. Lucas read 3 more than twice the number of books Joel read. Erica read 5 less than four times the number of books Joel read.

Select all the expressions which represent the total number of book read by Joel, Lucas and Erica.

- ☐ $x + (2x + 3) + (5 - 4x)$
- ☐ $6x + 8$
- ☐ $7x + 2$
- ☐ $7x - 2$
- ☐ $x + (2x + 3) + (4x - 5)$

9. Select all expressions that are equivalent to $18a - 12$.

- ☐ $2(9a - 6)$
- ☐ $6(3a - 2)$
- ☐ $-3(6a + 4)$
- ☐ $3(6a + 4)$
- ☐ $-3(4 - 6a)$

10. An expression is given:

$-6m + 9n - 12$

Use a negative factor to factor the expression.

11. Carlos drove $8x + 13$ miles in two days. If he drove $3x + 5$ miles on the first day, how many miles did he drive on the second day?

12. Which property of operations is represented by the following statement.

$-5 \cdot \left(\frac{1}{5} \cdot \frac{3}{8}\right)$ is equivalent to $-5 \cdot \left(\frac{3}{8} \cdot \frac{1}{5}\right)$.

Ⓐ Associative Property

Ⓑ Distributive Property

Ⓒ Commutative Property

Ⓓ Multiplicative Identity Property

13. What is the coefficient of r in the sum of $\left(\frac{4}{9}r + \frac{2}{3}\right)$ and $\left(\frac{1}{3}r + s\right)$?

Ⓐ $\frac{4}{12}$

Ⓑ $\frac{7}{9}$

Ⓒ $\frac{2}{3}$

Ⓓ $\frac{4}{9}$

14. An expression is given: $-\frac{3}{5}z - \frac{1}{2}$ Select all expressions that are equivalent.

- ☐ $-\frac{3}{5}z + \frac{1}{2}$
- ☐ $\frac{3}{5}z + \frac{1}{2}$
- ☐ $-\frac{1}{2} - \frac{3}{5}z$
- ☐ $-\frac{3}{5}z + \left(-\frac{1}{2}\right)$
- ☐ $\frac{1}{2} - \frac{3}{5}z$

15. An expression is given: $\frac{3h}{8}$ Which expression is equivalent?

Ⓐ $3h \div 8$

Ⓑ $\frac{3}{8h}$

Ⓒ $8 \div 3h$

Ⓓ $\frac{8h}{3}$

16. Find the difference of the two expressions.

$\left(\frac{5}{6}a - \frac{1}{5}b - 8\right) - \left(\frac{2}{3}a - \frac{7}{10}b - 3\right)$

Name _____

Indiana Standards Practice
7.C.7

1. What is the value of the expression $-5 \times \frac{2}{7}$?

2. Use properties of operations to find the value of the expression $5\left(-1\frac{1}{3} \cdot 1\frac{4}{5}\right)$.

Ⓐ 12

Ⓑ -12

Ⓒ $5\frac{4}{15}$

Ⓓ $-5\frac{4}{15}$

3. What is the value of the expression $-3.8 + 7.5 - 10 + 2.3$?

4. What is the value of the expression $-13 - (-5) + (-3) + 4 - 7$?

5. What is the value of the expression $-5.85 \times 3 \div 2$?

☐ 17.55

☐ 11.7

☐ -8.775

☐ -2.925

☐ -3.9

6. Select all the expressions that are equivalent to $-3 \cdot 24 \div 4$.

- ☐ $-3 \div 4 \cdot 24$
- ☐ $-4 \div 3 \cdot 24$
- ☐ $24 \cdot 3 \div -4$
- ☐ $24 \div -3 \cdot 4$
- ☐ $-3 \cdot -24 \div -4$

7. Evaluate the expression. $-3\frac{1}{3} \div -2\frac{1}{5}$

8. What is the value of the expression $\frac{15}{2} \times -\frac{1}{6}$?

Language Arts:

Day 1:

- Complete the Biography Worksheet about Mother Teresa. You should have at least ½ of the questions completed by the next school day.
- Journal: Write a story that involves a car chase, an umbrella, and a barking dog. This should be at least one full paragraph. Focus on writing complete sentences. Remember–a complete thought is a complete sentence.

Day 2:

- Reading Comprehension Worksheet
- Journal: Plan the perfect snow day. Try to paint a picture in my mind by using vivid vocabulary and descriptions. This should be at least one paragraph. Focus on writing complete sentences.

Day 3:

- Reading Comprehension Worksheet
- Journal: Choose one word that you want to focus on for the year 2025. Is this something you want to try and accomplish? Is this something you need to change about yourself? Is this something you want to gain? Tell me the word you want to focus on and why. This should be at least one paragraph. While writing, be sure to use complete sentences and try to avoid run-on sentences.

If you have any questions, please feel free to email me. My email is nicole.swank@scsd1.com.

Thank you!
Mrs. Swank

Mother TERESA BIOGRAPHY PROJECT

GUIDING QUESTION: How can you **improve** society?

EQUIREMENTS:

- Determine a cause you'd like to create a charity for to fund. Choose something you feel passionate about. For example: feeding the homeless or the cure for cancer.
- Design a webpage or blog for your charity on www.weebly.com. Use visuals, text, and statistics throughout your website to persuade your audience to donate. Your goal is to raise $5,000 (fictitious).
- Present your web page and charity to your peers. Each student is given $7,000 (fictitious)to spend on charities they find the most persuasive and convincing. The more informative, creative, and visually appealing your website is, the more likely your charity will be fully funded.

PURPOSE OF ASSIGNMENT:

After researching Mother Teresa, it is evident that she had a passion for helping those less fortunate and leaving a lasting impact on society for the good. How can YOU improve society? For this project, you will design and advertise a charity for a cause you feel passionately about. This project has multiple components that need to be completed, just like creating a charity or non-profit organization in the real world. The ultimate purpose of this project is to help you realize the larger impact you can have on people through acts of kindness and charity. Also, you will improve your reading, marketing, and persuasive speaking skills through design and creativity.

Peace BEGINS WITH A smile.

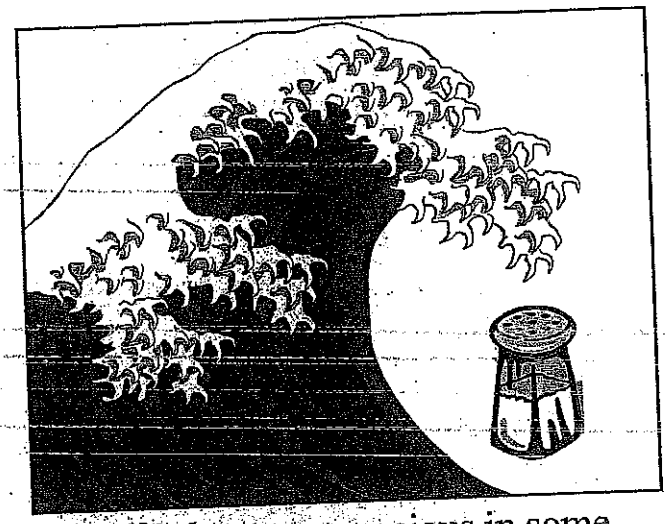
Famous LEADERS BIOGRAPHY

DIRECTIONS: Using the link below, watch the video and read the biography about Mother Teresa. Then, answer the question and complete the tasks!
https://www.biography.com/people/mother-teresa-9504160

1. According to the biography, what is Mother Teresa's title?
2. What was Mother Teresa the founder of and how was she awarded in 2016?
3. Write three (3) interesting facts about Mother Teresa from the synopsis.
4. What is Mother Teresa's full name?
5. Describe Mother Teresa's family and their role in her life.
6. Who ultimately inspired Mother Teresa's fondness of charity?
7. Describe the deeper meaning behind this quote: **"My child, never eat a single mouthful unless you are sharing it with others,"** she counseled her daughter– **"Some of them are our relations, but all of them are our people."** Do you agree or disagree? Why or why not?
8. Describe Mother Teresa's religious callings throughout the early years of her life.
9. On May 24, 1937, what were Mother Teresa's Final Profession of Vows and what does that tell you about her personality?
10. What happened on September 10, 1946 that transformed Mother Teresa's life forever? Explain in detail.
11. What road block did Mother Teresa have to overcome before following her true calling? How did she overcome it?
12. What was Mother Teresa's ultimate goal in life, according to her bio?
13. What are three (3) interesting ways in which Mother Teresa had an impact in the slums of Calcutta?
14. At the time of Mother Teresa's death, how many Missionaries of Charity existed in her name?
15. Even though Mother Teresa died in 1997, at the age of 87, how has she remained in the public spotlight?
16. Prior to reading this biography what did you know about Mother Teresa? What did you

1. Pass the Salt

by Christine Broz



A [1]What comes from water but makes you thirsty? [2]Salt. [3]You may think those tiny crystals are no big deal. [4]However, salt has been one of the most valuable minerals in the history of man.

B [5]The human body needs salt to survive. [6]Salt helps send nerve signals to and from the brain. [7]Salt helps nutrients move around the body. [8]It helps muscles work properly, and it aids digestion.

C [9]In ancient times, you could not buy salt at the local store. [10]People found it near coastal areas where ocean water evaporated and left salt deposits on the ground or underground. [11]It was also found in the meat of animals and fish. [12]Many of the first cities began in areas where there was a natural supply of salt.

D [13]Salt allowed people to keep food longer. [14]It was used to preserve meat, fish, and vegetables so they could be stored and eaten later. [15]Storing food made it possible for large groups of people to survive. [16]The stored-up food kept them from starving during a poor harvest. [17]Some of the foods we eat today—such as sausage, cheese, olives, corned beef, and soy sauce—were invented long ago by using lots of salt.

E [18]Salt was so precious in some areas that it was used like money to trade goods and services. [19]Marco Polo, the explorer, noted the importance of the salt trade routes that crossed China. [20]In Tibet, he saw tiny pressed cakes of salt used as coins. [21]Greek slave traders traded salt for slaves. [22]African traders crossed the Sahara Desert to trade salt for gold. [23]Roman soldiers were even paid with salt. [24]This is where the word *salary* comes from.

F [25]At different times in history, people had to pay the government a tax on salt. [26]These salt taxes paid for wars and built empires. [27]As early as 2200 B.C., a Chinese emperor taxed salt. [28]The British empire was supported by a salt tax. [29]Napoleon brought back the salt tax after the French Revolution to pay for his European wars. [30]The Erie Canal in New York was paid for in part by a salt tax.

G [31]The value of salt is often taken for granted, just as the water we drink and the air we breathe. [32]But without salt, we could not live.

DIRECTIONS: Circle the letter next to the correct answer or write the answer on the lines given. When asked for evidence, write the number of the sentence or the letter of the paragraph that best supports the answer.

1. Which of the following is the main idea of the story?
   - **A.** Salt was not always easy to find.
   - **B.** Salt was used as money to trade goods and services.
   - **C.** Salt has been valuable to man throughout history.
   - **D.** Salt makes you thirsty.

2. What is the main idea of paragraph B?

   _____

   _____

3. What is the main idea of paragraph C?
   - **A.** Salt used to be scarce.
   - **B.** People built villages near salt.
   - **C.** People found salt in nature.
   - **D.** Salt is found in fish and animal meat.

   Which two sentences are the best evidence? ____, ____

4. Sentence 17 supports the main idea of paragraph D that
   - **A.** salt made food taste better.
   - **B.** salt preserved food for storage.
   - **C.** salt could be preserved.
   - **D.** salt made food more valuable.

5. How does paragraph E best support the idea that salt was very valuable to people in the past? It tells
   - **A.** where salt is found.
   - **B.** that salt is found in the Sahara Desert.
   - **C.** where the word salary comes from.
   - **D.** how salt was used as money.

6. Which sentence is the topic sentence in paragraph F?

   Sentence ____

2. Day of Infamy
from Ginger's Diary, 1941

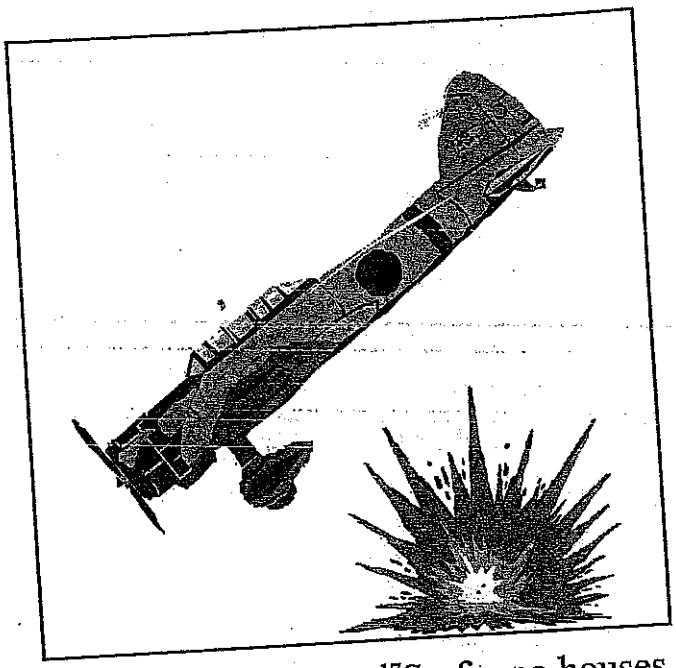
The following entries are taken from the journal of a seventeen-year-old American girl living at Hickam Field, Hawaii, when Pearl Harbor was bombed. The writing is reproduced as originally written, in the style of a diary—with short comments and incomplete sentences.

Saturday, December 6, 1941

A [1]Washed my hair finally. [2]It's warm again, so it dried real fast. [3]Read the paper and then it was time to eat lunch. [4]Listened to the Shriner's football game over the radio. [5]The University beat Willamette 20 – 6. [6]I spent all afternoon reading funny books and trying to get our transportation figured out for tonight. [7]Finally fixed it so Hester took us, and Dad brought us home. [8]We (Kay and I) were ushering at Punahou for the play "Mr and Mrs. North." [9]It was pretty good. [10]We got home about ten of twelve and I'm very sleepy. [11]Lani invited us to dinner Tuesday.

Sunday, December 7, 1941

B [12]BOMBED! [13]8:00 in the morning. [14]Unknown attacker so far! [15]Pearl Harbor in flames! [16]Also



Hickam hangar line. [17]So far no houses bombed here.

C [18]5 of 11:00. [19]We've left the post. [20]It got too hot. [21]The PX is in flames, also the barracks. [22]We made a dash during a lull. [23]Left everything we own there.... [24]A couple of non-com's houses demolished. [25]Hope Kay is O.K. [26]We're at M's. [27]It's all so sudden and surprising I can't believe it's really happening. [28]It's awful. [29]School is discontinued until further notice...there goes my graduation.

D [30]Shortwave: Direct hit on barracks, 350 killed. [31]Wonder if I knew any of them. [32]Been quiet all afternoon. [33]Left Bill on duty at the U. [34]Blackout all night of course!

DIRECTIONS: Circle the letter next to the correct answer or write the answer on the lines given. When asked for evidence, write the number of the sentence or the letter of the paragraph that best supports the answer.

1. About what time of day did the author probably write in her journal on Saturday?
   A. 8:00 A.M.
   B. noon
   C. midafternoon
   D. midnight

   Which sentence is the best evidence? ____

2. Which is the main idea of paragraph B?
   A. BOMBED!
   B. Pearl Harbor in flames!
   C. Unknown attacker so far!
   D. 8:00 in the morning.

   How does sentence 15 support the main idea?

   _____

   _____

3. Sentence 21 supports the main idea of paragraph C that:
   A. the weather was too hot.
   B. they had to leave the post.
   C. the PX and barracks are on fire.
   D. school is being discontinued.

   Which sentence is the topic sentence? ____

4. Which sentence in paragraph C supports the idea that the writer is a high school senior?

   Sentence ____

5. How many were killed when the barracks were hit?

   _____

6. Which sentences support the idea that Saturday was a day much like any other Saturday?
   A. 3, 4, 6
   B. 12, 13, 14
   C. 7, 8, 9
   D. 9, 10, 11

Advanced PE

- **Day 1:** Write an agility workout consisting of 8 different exercises (example jumps, sprint, cone drills) Then create a 4 exercise core finisher.

- **Day 2:** Write an upper body weight room workout consisting of 9 different exercises Then create a 4 exercise core finisher.

- **Day 3:** Write a lower body weight room workout consisting of 9 different exercises Then create a 4 exercise core finisher.

PE 7/PE 8

- **Day 1:** The goal of this assignment is to use your creativity to come up with a game or activity that you can set up, explain to your classmates and play during PE class.I want you to be creative and use equipment that we have in school.

- **Day 2:** Write a workout Wednesday workout consisting of 10 bodyweight exercises and write down which body part is being worked beside the exercise.

- **Day 3:** Create a personal fitness plan and then select an activity that will help you reach one of your fitness goals. Write a plan that shows when and where you will do this activity. Set goals for improving your performance.

Day #1

How a Blizzard Forms

by Caitlyn Meagher

During a blizzard, winds are strong and visibility is low.
Salem Maritime and Saugus Iron Works National Historic Site

Have you ever gotten caught in a blizzard? A blizzard is a snowstorm with very strong winds. What separates a blizzard from a regular snowstorm is the intensity of the wind. A blizzard occurs when winds are blowing at 35 miles per hour or faster, and when the snow in the air makes it hard to see farther than one fourth of a mile. For a snowstorm to be considered a blizzard, it must also last for three hours or more. So what are the necessary conditions to create a snowstorm that meets all these criteria?

Blizzards need cold air. The temperature in the atmosphere needs to be cold enough for snow to form. Snow forms when water vapor in the atmosphere freezes into ice without first becoming a liquid. The ice sticks to particles in the air, such as dust or pollen. This creates an ice crystal that slowly grows as more water vapor condenses onto it. This is a snowflake! When snowflakes get heavy enough, they fall to the ground. As they fall, more water vapor freezes onto them. This causes the snowflakes to continue growing. The air temperature must also be cold enough as the snowflakes fall for them to stay snow, instead of becoming rain. Usually in a blizzard, the air is around 20° Fahrenheit or lower, well below the freezing point.

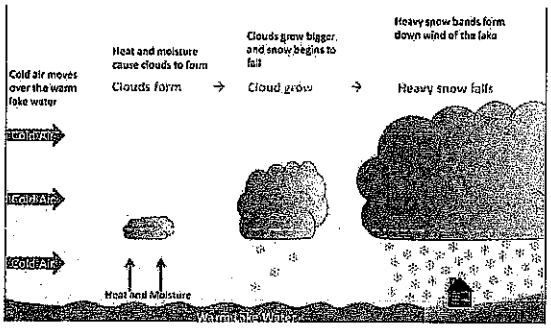


diagram of how lake-effect snow is formed
NOAA: National Weather Service

All blizzards also require a lot of moisture in the air. This moisture drives the formation of clouds and snow. One way a blizzard forms is when warm lake water combines with cold winds. This combination can produce "lake-effect snow." For lake-effect snow to form, winter winds travel along the surfaces of relatively warm lakes. When these cold winds blow across the lakes, some water evaporates from the warmer lake surface. This warms the air and creates water vapor, or moisture, in the atmosphere. Clouds form, and the water molecules help the clouds grow. The cold winds carry these clouds to the cold land on the other side of the lake. Then, the air cools, and the water droplets in these clouds freeze. Once the ice crystals combine into snowflakes and get heavy, snow begins to fall rapidly on the cold land close to the lake. If the winds are high enough, a blizzard might form.

Finally, blizzards need strong winds. Blizzards form when warm, moist air rises over cold air to create clouds and snow. Where do those different masses of air come from? Winds pull cold air from the North and South Poles of the earth toward the equator. Other winds pull warmer, moist air from the equator toward the North and South Poles. When these winds bring the different air masses together, snow can form. Then, the wind speeds can increase, sometimes causing a blizzard.

Once a blizzard forms, high wind speeds often create dangerously cold conditions for people. The wind also blows the snow, making it difficult for people to see. It is best to stay inside during a blizzard to avoid the freezing temperatures and other hazards created by blowing snow. When a really large blizzard hits the US, some areas can receive more than 40 inches of snow!

Blizzard Basics: Understanding Extreme Winter Weather

1. What defines a blizzard, distinguishing it from a regular snowstorm?
a. Snow accumulation of more than 12 inches
b. Temperatures below 0°F
c. Winds of 35 mph or faster and low visibility for at least 3 hours
d. The presence of thunder and lightning during snowfall

2. What temperature is typically associated with blizzard conditions?
a. Around 32°F (0°C)
b. Approximately 20°F (-6.7°C) or lower
c. Between 25°F and 30°F (-3.9°C to -1.1°C)
d. Above 35°F (1.7°C)

3. How does lake-effect snow contribute to blizzard formation?
a. It causes warm air to rise rapidly from the lake surface
b. It creates a barrier of ice on the lake surface
c. It produces warm winds that melt existing snow
d. It generates moisture and clouds as cold winds pass over warmer lakes

4. Which of the following is NOT a necessary condition for blizzard formation?
a. Strong winds
b. Abundant moisture in the air
c. Warm temperatures
d. Cold air in the atmosphere

5. What hazard does blowing snow create during a blizzard?
a. It increases the air temperature
b. It causes rapid snowmelt
c. It reduces visibility
d. It slows down wind speeds

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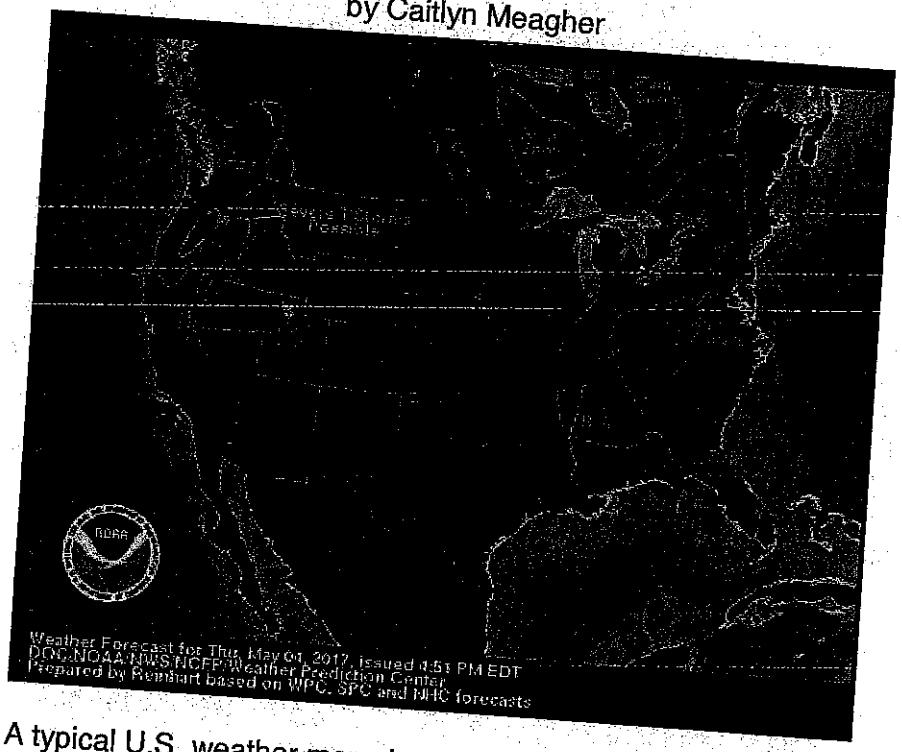
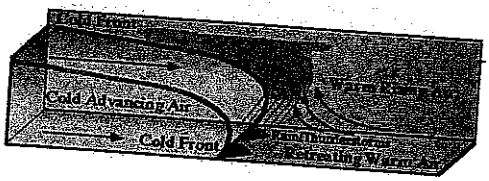
Weather Fronts

by Caitlyn Meagher



A typical U.S. weather map shows the different weather fronts that are forecast.
NOAA: National Weather Service

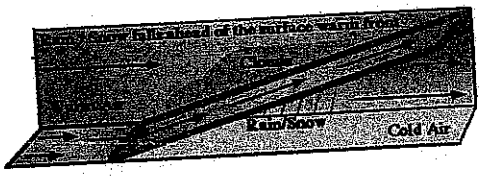
If you've ever watched or listened to a weather report, you've probably heard about a "weather front." Weather fronts are zones where two different air masses meet. Each air mass has a different temperature and moisture level. When these air masses meet, they often create clouds or storms. Fronts can cause rain, thunderstorms, winds, and even tornadoes. There are four different types of fronts: cold fronts, warm fronts, stationary fronts, and occluded fronts.



a diagram of a cold front
NOAA: National Weather Service

Cold Fronts

A cold front occurs when a cold air mass replaces a warmer air mass. Cold air is heavier than warm air, so when a cold air mass pushes into a warmer air mass, the colder air slides under the lighter, warmer air. This pushes the warmer air upward. The temperature quickly cools, and the water vapor in the warmer air condenses, sometimes resulting in heavy rain. Cold fronts move quickly, resulting in drastic weather changes. Temperatures can drop by more than 15 degrees Fahrenheit in an hour!



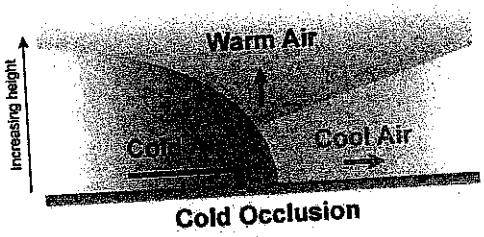
a diagram of a warm front
NOAA: National Weather Service

Warm Fronts

A warm front occurs when a warm air mass moves in and replaces a colder air mass. As the warm air meets the colder air, the warm air rises above the colder air. It pushes the colder air downward against the earth. As this happens, the warm air cools, expands, and loses its ability to hold moisture. The water vapor that was in the warm air condenses, creating clouds and rainfall that are spread out over a larger area. Warm fronts travel more slowly than cold fronts because it is more difficult for light, warm air to push dense, cold air across the earth's surface. The transition from colder air to warmer air takes place slowly over a long distance.

Stationary Fronts

A stationary front occurs when a cold front or a warm front has very little movement or stops moving. The air masses stop moving when neither air mass is powerful enough to replace the other. A stationary front is the boundary between these two air masses. There are usually different air temperatures and winds on each side of the stationary front. Clouds, rain, or snow can form along a stationary front. For a stationary front to once again become a warm or a cold front, the wind direction must change. A stationary front can stay in one place for days.



a typical occluded front
NOAA: National Weather Service

Occluded Fronts

Sometimes a cold front follows right behind a warm front. This means one cold air mass approaches a warmer air mass, and another cold air mass is in front of the warmer air mass. If the cold front catches up to the warm front, an occluded front forms. The warmer air mass becomes trapped in between two cold air masses, and then it is forced upwards. The cold air mass from the cold front is usually colder than the one in the warm front. When these two cold air masses meet, the colder air replaces the warm front's cold air mass. Occluded fronts often cause rain or the formation of clouds. After an occluded front passes, the sky is clear. The air is often drier, too.

Weather Fronts Assessment for 7th Grade

1. What happens when a cold front meets a warm air mass?
a. The warm air rises and the cold air sinks
b. The warm air sinks and the cold air rises
c. Both air masses remain at the same level
d. The warm air moves horizontally away from the cold air

2. Which type of front can stay in one place for days?
a. Cold front
b. Warm front
c. Stationary front
d. Occluded front

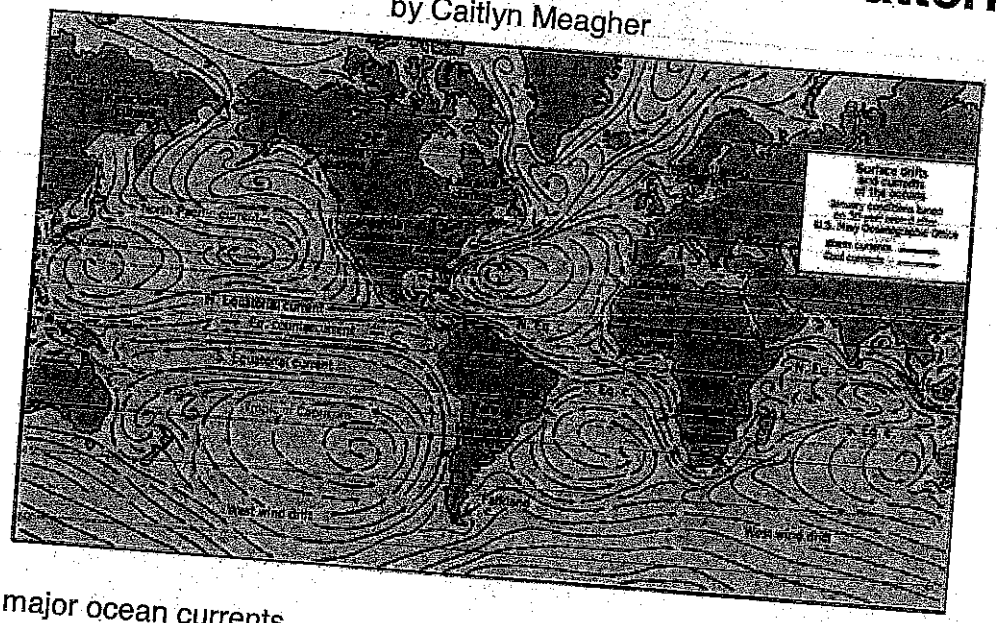
3. In a warm front, how does the warm air interact with the cold air?
a. It pushes the cold air upward
b. It mixes with the cold air evenly
c. It rises above the cold air
d. It creates a circular motion with the cold air

4. What is an occluded front?
a. When a warm front catches up to a cold front
b. When two warm air masses meet
c. When a cold front catches up to a warm front
d. When two stationary fronts collide

5. Which front typically moves the fastest and causes the most drastic weather changes?
a. Warm front
b. Stationary front
c. Cold front
d. Occluded front

How Do Oceans Affect Weather Patterns?

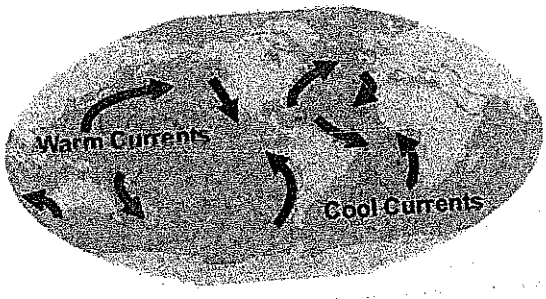
by Caitlyn Meagher



major ocean currents
US Navy Oceanographic Office

Large bodies of water can have a huge impact on weather conditions and climate. The ocean plays the largest role in regulating the earth's temperatures. Without the ocean, places near the equator would be extremely hot, and places near the North and South Poles would be extremely cold. The ocean helps warm the parts of the planet that would have been really cold without it, and it helps cool the parts of the planet that would have been very hot. How does the ocean accomplish this?

One way the ocean regulates the world's climate is by storing heat energy. A main source of heat is solar radiation, which is the light and energy from the sun. Most of the solar radiation that makes it from the sun to the earth gets absorbed by the ocean, which covers more than 70% of the planet's surface. The ocean also absorbs heat from the earth's atmosphere. Even though the ocean absorbs large amounts of solar radiation and heat, the temperature of the ocean does not increase dramatically. The way the ocean stores heat impacts weather patterns globally.



Ocean currents move warm water from the equator toward the North and South Poles, and they move cold water from the North and South Poles toward the equator.
NOAA: National Weather Service

Ocean currents also greatly impact weather patterns and local climates. An ocean current is a continuous movement of sea water. Ocean currents are affected by wind, water density, and tides. Ocean currents send cold water to hot, tropical areas from areas close to the North and South Poles. Ocean currents also send warm water and precipitation from tropical areas toward the North and South Poles. For example, the Gulf Stream is a strong ocean current that brings warm water from the Gulf of Mexico into the Atlantic Ocean. This ocean current moves warm water from Mexico to places as far away as Norway and England. England and cold regions of Canada are about the same distance away from the equator. But England has a much warmer climate than those regions of Canada, thanks to the Gulf Stream. The warm water of the Gulf Stream warms up England's climate. Without this ocean current, England would have a much colder climate.

Oceans also affect weather patterns by causing storms and rain to form. Most rain that falls on land actually starts in the ocean. Ocean water is constantly evaporating into the atmosphere. Like all water, when ocean water evaporates, it becomes water vapor. The air gets hotter and more humid, with more and more moisture from the water vapor. When water vapor that has condensed in the air combines with air particles like dust, clouds can be created. Water and air particle combinations can grow with more water. They can become too heavy and then fall, forming rain and storms. Winds carry the rain and storms from the ocean to surrounding land areas.

Tropical areas near the equator know the power that an ocean can have over local weather. Places that are close to the equator are hotter because they receive a lot of direct sunlight. That means the ocean absorbs a lot of the sun's energy in these areas, storing a lot of heat. Because the ocean waters are warmer in these areas, more water evaporates into the atmosphere. This moisture in the air causes more rain and storms. That is why tropical areas often experience a lot more rainfall than areas that are farther away from the equator and the ocean.

Without ocean currents, the earth's temperatures would be much more extreme. Areas near the equator would be much hotter, and areas far from the equator would be even colder. Humans would not be able to live in these extreme temperatures for long. The ocean plays an important role in making sure the earth stays livable for all creatures.

Ocean's Impact on Weather and Climate Quiz

1. What is the primary way the ocean regulates the world's climate?
a. By creating wind patterns
b. By storing heat energy
c. By producing oxygen
d. By filtering pollutants

2. Which of the following best describes an ocean current?
a. A sudden change in water temperature
b. The evaporation of seawater
c. A continuous movement of sea water
d. The formation of clouds over the ocean

3. How does the Gulf Stream affect England's climate?
a. It makes England colder
b. It has no effect on England's climate
c. It causes more storms in England
d. It makes England warmer than expected for its latitude

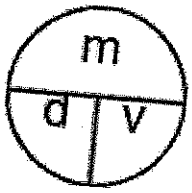
4. What is the main source of rain that falls on land?
a. Rivers and lakes
b. Groundwater
c. The ocean
d. Polar ice caps

5. Why do tropical areas near the equator often experience more rainfall?
a. They have more trees
b. They are closer to the North and South Poles
c. The ocean absorbs less heat in these areas
d. Warmer ocean waters lead to more evaporation

Name: _____

Date: _____ Period: _____

Density Calculations Worksheet



Formulas	
Density (d) =	Mass (m) / Volume (v)
Volume (v) =	Length (l) x Width (w) x Height (h)

Units of Density
1 ml = 1 cm^3
Solids = **g/cm^3**
Liquids = **g/ml**
Gases = **g/ml**

1) Find the unknown quantity:

a) d = 3 g/ml v = 100 ml m = ? write formula: m=dXv Sub. known info: m= 3g/ml X 100ml Solve: m=300 g	**b)** d = ? v = 95 ml m = 950 g	**c)** d = 5 g/cm^3 v = ? m = 20 g
d) d = 24 g/ml v = 1200 ml m = ?	**e)** d = ? v = 100 ml m = 1500 g	**f)** d = 250 g/cm^3 v = ? m = 1000 g

WORD PROBLEMS

2) A cube of aluminum measures 3 cm on each side and weighs 81 g. What is its density? (HINT: find the volume of the block first)

D=

M=

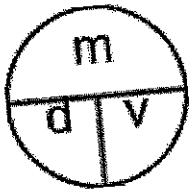
V=

3) Mercury metal is poured into a graduated cylinder that holds exactly 22 ml. The mercury used to fill the cylinder weighs 308 g. From this information, calculate the density of mercury.

D=

M=

V=



4) What is the mass of the gas that exactly fills a 200.0 ml container? The density of the gas is 5 g/ml.

D=

M=

V=

5) A rectangular block of metal weighs 480 g. The dimensions of the block are 8 cm by 5 cm by 4 cm. From this data, what is the density of copper? (HINT: find the volume of a block first)

D=

M=

V=

6) What volume of silver will weigh exactly 2500 g. The density of silver is 10 g/cm^3.

D=

M=

V=

7) Find the mass of 250 ml of water. The density of water is 1 g/ml.

D=

V=

8) A block of metal has dimensions of 2 cm by 5 cm by 6 cm. The block weighs 780 g. From this information, calculate the density.
D=

M=

V=

9) 28 g of iron shot is added to a graduated cylinder containing 40 ml of water. The water level rises to the 44 ml mark. From this information, calculate the density of iron.

D=

M=

V=

Title: "Snow Day Science: Making Snow Ice Cream"

1. Introduction

- **Objective:** Learn about chemical reactions, measurement, and following procedures while making snow ice cream.

2. Materials Needed

- Fresh, clean snow (about 8 cups)
- Sweetened condensed milk (or substitute with milk and sugar)
- Vanilla extract
- Measuring cups and spoons
- Mixing bowl and spoon

---

3. Science Behind It

- **States of Matter:** How the snow (solid) interacts with liquids to create a creamy mixture.
- **Freezing Point Depression:** Adding ingredients like sugar and vanilla changes the freezing point.
- **Chemical Reactions:** Discuss how ingredients combine to create a new texture.

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4. Activity: Make Your Own Snow Ice Cream

Instructions:

1. Collect clean snow in a mixing bowl.
2. Slowly add sweetened condensed milk while stirring.
3. Add a splash of vanilla extract.
4. Mix until you achieve an ice cream-like texture.

---

5. Reflection Questions:

- What changes did you observe when mixing the ingredients?
- How did the texture change as you added more liquid?
- What would happen if you used less/more snow or different ingredients?

Snow Day Science: Making Snow Ice Cream Worksheet

Name: _____ Date: _____

Part 1: Materials and Procedure

1. List the materials needed to make snow ice cream:
   - _____
   - _____
   - _____
   - _____

2. Write the steps to make snow ice cream in your own words:

   1. _____
   2. _____
   3. _____
   4. _____

Part 2: Science Behind It

3. Why is snow important in this activity? What state of matter is it?

   _____

   _____

4. What happens when you add sweetened condensed milk to the snow?

   _____

   _____

5. How does the freezing point of the snow change when ingredients are added?

   _____

   _____

Part 3: Math in Action

6. Convert the following measurements:
   - 8 cups of snow = _____ tablespoons
   - 1 cup of condensed milk = _____ milliliters (1 cup = 240 ml)

7. Proportional Reasoning:
   - If you wanted to double the recipe, how much snow would you need? _____
   - If you used 4 cups of snow, how much condensed milk would you need? _____

Part 4: Reflection Questions

8. What changes did you observe while mixing the ingredients?

_____

9. What do you think would happen if you used less snow or more milk?

_____

10. Describe how the texture of the snow ice cream changed as you mixed it:

_____

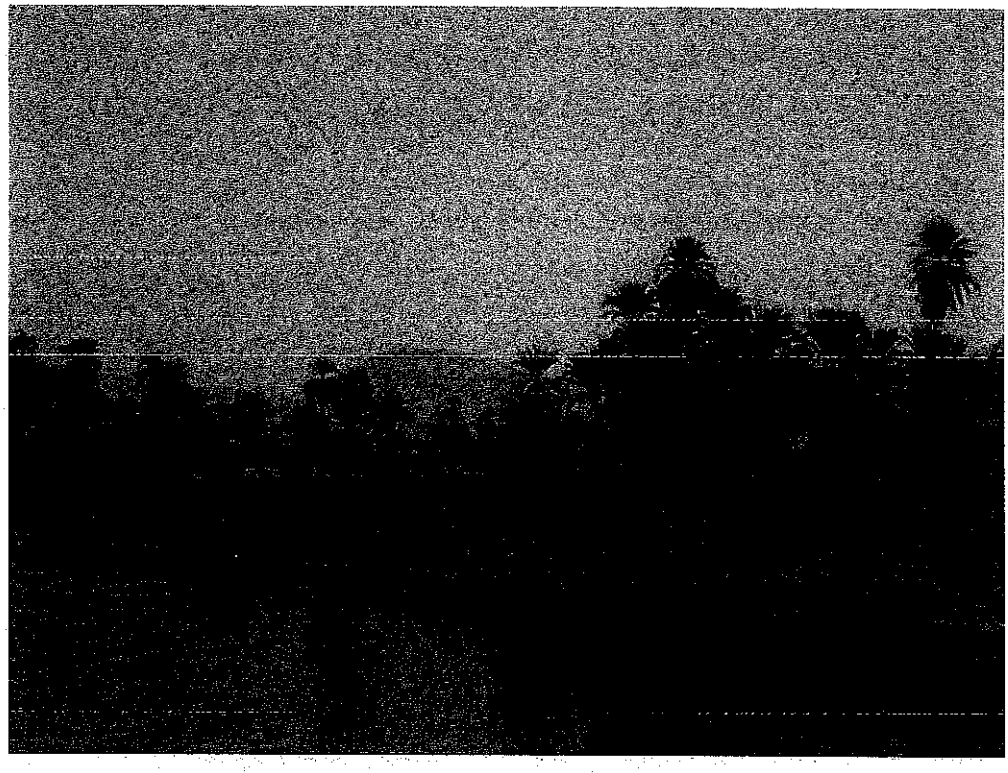
_____

Enjoy your delicious snow day treat and remember the science behind it!

Name: _____ Day #1

Egypt, the Kingdom of Kush, and Mesopotamia

by ReadWorks



Imagine a life directly defined by roughly a third of a year of rain and flooding. The people of ancient Mesopotamia, Egypt, and the Kingdom of Kush all lived that life: their economies, power, and simple survival depended on the seasons of the rivers that ran through each empire.

Ancient Egypt and Mesopotamia made up parts of the area known as the Fertile Crescent, which experienced rain every year for about 100 days, beginning in the late spring or early summer. For ancient Egypt, this caused the Nile River to flood, which saturated the normally arid land around it with water and nutrient-rich, river-born soil called silt. Ancient Egyptians are now revered as the masters of desert agriculture, for their irrigation technology allowed them to cultivate crops during the dry months, from a fall-season sowing to springtime harvest. Their expertise started with simply monitoring weather patterns and gauging the rise and fall of the Nile's water levels, practices by which the nation's people were able to plan their planting and harvest seasons accordingly.

Some special inventions revolving around the rainy season included the system of dikes and canals built to contain and direct the floodwaters of the Nile. By diverting water, ancient Egyptians were able to keep it from washing onto un-farmable desert terrain, where it would essentially be wasted. Instead, the ability to move water to the crops that needed it allowed for a productive growing season and higher crop yield.

Ancient Egyptians grew a variety of crops, and they were able to build cities around the abundance. They traded grains (and in surplus years, could store excess in granaries as well), made linen from flax, and sustained themselves on garden crops grown in smaller plots, often part of personal households. Cities thrived along the Nile, in large part because of the proximity to the obvious

transportation, which facilitated trade. As the fruits of farm labor were traded, city merchants grew wealthier, and the metropolis thrived.

The same sort of growth was characteristic of the nearby kingdom of Kush, also known as Nubia. Kush was situated just south of ancient Egypt, in what is now southern Egypt and northern Sudan. Kush's two capitals, first Napata and then Meroe, were each situated along the Nile. The Kushites employed many of the same irrigation techniques as the ancient Egyptians did, taking advantage of the rainy season to keep the land fertile. Using dams and cataracts, the Kushites directed the flow of water to grow wheat, barley, lentils, peas, and even dates and mangoes. Waterwheels known as "saqia" allowed for even further movement of water to higher ground.

Midway through the golden years of Kush (called, too, the "Land of Gold" for its gold trade), the arrival of iron changed farming forever. An invasion by the Assyrians cut short the influence of Kush in Egypt, but while they lost power over their Northern neighbors, the Kushites gained knowledge of ironwork. The deserts east of the Nile near the city of Meroe were rich in iron ore, and as Kush began to make tools such as hoes and plows, crop yields increased. Again, with the proximity of the harvest to the river-the main means of trade and travel-cities like Napata and Meroe grew and enjoyed prosperity with the agriculture-driven commerce.

Located across the Red Sea and the Syrian Desert from Kush, there was the famous region of the Fertile Crescent called Mesopotamia. Framed by the Tigris and Euphrates rivers, it occupied what is now Iraq. The area experienced the same cyclical flooding periods that ancient Egypt and Kush did, and thus had to learn to adapt. The difference is, this "land between rivers" (the meaning of the origin of the name "Mesopotamia") had the flooding of not just one waterway but an entire flowing border to harness. However, like ancient Egypt and Kush, its location made it an ideal site for irrigation practices: as the people of the Nile did, Mesopotamians coaxed water into typically drier regions with canals. The land was routinely fertilized by rich silt washed up by the rivers; Mesopotamia supported the harvest of barley, onions, grapes, apples, and turnips. Cattle and sheep grazed on fertile grassland, and fishermen made a living selling and trading their catch.

Like the famous cities of Thebes, Meroe, and Napata, Mesopotamian cities such as Ur and Babylon sat near the rivers, again seeing success on the water because of the agricultural and trade possibilities making commerce possible and merchants rich. In each city, and in each kingdom, success and power were facilitated by both agricultural advancements (such as iron tools and irrigation) and the means to trade and sell a harvest (the rivers). The reigns of ancient Egypt, Mesopotamia, and Kush were all dependent on an uncomplicated but involved cycle: the rivers provided the water needed to grow crops like wheat, technology made irrigation, plowing, and harvest possible, and trade generated income to the cities along the river. In this way, waterfront settlements in each region became seats of commerce and power: they were self-sustaining metropolises.

The downfall of these cities was also woven with the success and failure of the agriculture of ancient Egypt, Mesopotamia, and Kush. Generations of tough farming and overgrazing sapped land of nutrients, and in Kush, the deforestation that accompanied the mining of iron ore caused devastating erosion. As land morphed from oasis to desert, cities lost their power: there was nothing left to grow, and nothing left to trade. In spite of their tremendous advances in agricultural technology, these ancient cultures could not combat dust for long, and when farms dried out, so too did the power and success of ancient Egyptian, Kushian, and Mesopotamian cities.

Name: _____ Date: _____

1. The economies, power, and survival of ancient Mesopotamia, Egypt, and the Kingdom of Kush depended on what?

   A. the Sahara Desert of Africa

   B. the trade of wheat, barley, lentils, and peas

   C. the trade of iron and gold established in each empire

   D. the seasons of the rivers that ran through each empire

2. The normally arid land around the Nile River became saturated with water and nutrient-rich, river-born soil called silt. What caused this to happen?

   A. The people in the Fertile Crescent were able to grow a variety of crops.

   B. The people in the Fertile Crescent built effective irrigation systems.

   C. The Nile River flooded due to heavy rains.

   D. The Nile River dried out due to lack of rain.

3. The Nile River was responsible for the success of the Ancient Egyptian cities. Which evidence best supports this statement?

   A. Every year, beginning in the late spring or early summer, the area known as the Fertile Crescent experienced rain for about 100 days.

   B. A system of dikes and canals were built in Ancient Egypt to contain and direct the floodwaters of the Nile.

   C. Ancient Egyptians are now revered as the masters of desert agriculture because their irrigation technology allowed them to cultivate crops during the dry months.

   D. Cities thrived along the Nile, in large part because of the proximity to the obvious transportation, which facilitated trade.

4. Which main factor contributed to the downfall of Mesopotamia, Egypt, and the Kingdom of Kush?

   A. bad agricultural practices

   B. periods of drought

   C. corruption and war

   D. drastic population growth

5. What is the main idea of this passage?

A. Ancient inventions made from iron ore were important to the success of the empires of Egypt, Mesopotamia, and the Kingdom of Kush.

B. Ancient civilizations in the Fertile Crescent relied on rivers and harnessed their power to develop into strong and wealthy empires.

C. The Kingdom of Kush and Mesopotamia depended on the Egyptians to develop technologies that harnessed the power of rivers.

D. Reliance on rivers was the cause of the downfall of many ancient empires.

6. Read the following sentences: "Some special inventions revolving around the rainy season included the system of dikes and canals built to contain and direct the floodwaters of the Nile. By **diverting** water, Ancient Egyptians were able to keep it from washing onto un-farmable desert terrain, where it would essentially be wasted."

As used in the passage, what does the word "**diverting**" most nearly mean?

A. drying

B. wasting

C. directing

D. drinking

7. Choose the answer that best completes the sentence below.

The growth of Ancient civilizations in the Fertile Crescent was aided by inventions, _____ irrigation networks and ironwork.

A. instead

B. because

C. including

D. as a result

8. How did the Kushites benefit from their knowledge of ironwork?

9. According to the passage, what two things facilitated success and power in Egypt, the Kingdom of Kush, and Mesopotamia?

10. Read this sentence from the passage: "In this way, waterfront settlements in each region became seats of commerce and power: they were self-sustaining metropolises."

Something that is **self-sustaining** is able to continue by itself without anyone or anything else becoming involved. Use evidence from the text to explain how the metropolises, or cities, described in the passage were "self-sustaining."

The King of Bling

On Tour with Tut and His Treasures

When Carter discovered Tut's tomb, it was the only crypt of an ancient Egyptian king that had not been ransacked by thieves.
World Almanac for Kids

Howard Carter feverishly chipped away at the ancient door. With sweat dripping from his brow, Carter chiseled a hole in the rock, hoping to create a space big enough to peer through.

Bit by bit, tiny fragments of stone and dust fell to the floor. Finally, when the hole was big enough, Carter picked up a flashlight and looked inside.

"The sight that met us was beyond anything one could conceive," the famous archaeologist wrote in his diary.

Inside the ancient Egyptian vault were alabaster vases, shiny white chests, finely carved chairs, and a golden throne.

The year was 1922, and Carter had just made one of the greatest archaeological finds in history: the tomb and the mummified remains of the boy king the ancient Egyptians called Tutankhamun.

Name: _____ Date: _____

1. In the sentence, "It was the only crypt of an ancient Egyptian king that had not been ransacked by thieves," *ransacked* could be replaced by

A. protected.

B. discovered.

C. imprisoned.

D. looted.

2. In the sentence, "The exhibit included a *canopic jar* that held Tut's liver...," we can assume that

A. these jars do not have gold or jewels on them.

B. mummy makers put the organs in special holders.

C. only pharaohs had their livers removed for safekeeping.

D. these jars were placed under protective awnings.

3. David Silverman seems to be a man who

A. uses his imagination to make history seem personal.

B. doesn't like to answer questions.

C. is ambitious about raising money for a good cause.

D. might be jealous of King Tut.

4. Considering what else was in the tomb room with the *alabaster* jars, it's a safe guess that *alabaster* is

A. a precious, luxurious substance.

B. a sweet, buttery spread.

C. an odd shape.

D. a kind of drink.

5. Why was a solid gold dagger strapped to Tut's mummified leg?

The King of Bling

Vocabulary in Context Questions

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Day #3

The Pilgrims' First Winter

Name: _____ **Date:** _____

Introduction: Surviving the First Winter

The Pilgrims arrived in North America in 1620 aboard the Mayflower, seeking freedom to practice their religion. After a long and difficult journey, they settled in what is now Plymouth, Massachusetts. However, their first winter was brutal. The Pilgrims were unprepared for the freezing temperatures and harsh conditions. They lacked proper shelter, food, and clothing, and many became ill. Nearly half of the settlers did not survive.

Despite these challenges, the Pilgrims received help from the Wampanoag people, who taught them how to grow crops and find food. By the following year, the Pilgrims had learned to adapt to their new environment, leading to the first Thanksgiving celebration in 1621.

Part 1: Timeline of Events

Put the following events from the Pilgrims' first winter in the correct order by numbering them 1-4:

Event	Order
The Pilgrims built crude shelters to protect themselves from the cold.	
Nearly half of the settlers died from illness and harsh conditions.	
The Pilgrims arrived at Plymouth and began preparing for winter.	
The Wampanoag people helped the survivors learn how to plant crops and find food.	

Part 2: Surviving the Winter

Answer the questions below:

1. **Challenges:** What were two major challenges the Pilgrims faced during their first winter?

2. **Help from the Wampanoag:** How did the Wampanoag people help the Pilgrims survive after their first winter?

3. **Reflection:** Imagine you were a Pilgrim during this time. What would you have done to stay hopeful and keep going during such a difficult season?

Assignment Title: The Downside of Social Media

Mr. Walkers Computers and business!

Objective:
To analyze and understand the negative effects of social media on mental health, relationships, and society while learning to critically evaluate its impact.

Instructions:

1. **Read and Research:**
   Start by using google and news sites and research about social media's downsides.

2. **Write an Essay:**
   Write a 1-2 page essay answering the following questions:
   - What are three potential downsides of social media?
   - How can excessive use of social media affect mental health?
   - In what ways can social media influence friendships and communication?
   - What steps can individuals take to use social media responsibly?

   Requirements:

   - Use examples from your research.
   - Include at least one personal reflection or example.
   - Be clear and organized with your thoughts.

Assignment Title: Opening Your First Bank Account

Mr. Walkers Business and computers class

Objective:
To teach students the steps involved in opening a bank account, understand the importance of saving, and familiarize them with basic financial terms.

Instructions:

1. **Research the Basics:**
   Use the internet, books, or ask adults to answer the following questions:
   - What is a bank account, and why is it important to have one?
   - What is the difference between a checking account and a savings account?
   - What documents do you need to open a bank account?

Activity: Step-by-Step Guide
Write a step-by-step guide (5-8 steps) on how to open a bank account. Your guide should include:

- Choosing the right bank.
- Deciding between a checking or savings account (or both).
- Gathering required documents (e.g., ID, proof of address).
- Visiting the bank or applying online.
- Making your first deposit.

2. **Reflection (Short Essay):**
   Write a short essay (1-2 paragraphs) answering the following questions:
   - How can having a bank account help you in the future?
   - What are you most excited about when opening your first bank account?

Extra Credit (Optional):

Interview a parent or guardian about their first experience opening a bank account. Write a short paragraph about what you learned from their experience.

Assignment Title: How to Purchase a Car or Truck

Mr. Walkers Business and Computers Class

Objective:
Students will learn the process of purchasing a vehicle by researching and planning a hypothetical car or truck purchase. This activity will teach them how to budget, compare options, and evaluate factors like price, reliability, and financing.

Instructions

1. **Set a Budget**
   Imagine you are purchasing your first car or truck. Decide on a budget for your purchase. Consider the following:
   - How much money you can afford to spend upfront?
   - Will you need to take out a loan, or are you paying in cash?
2. **Choose a Vehicle**
   - Decide whether you want to purchase a car or truck and explain why.
   - Research 2-3 vehicles within your budget. Write down their:
     - Make and model
     - Year
     - Price
     - Mileage (for used vehicles)
     - Special features
3. **Research Financing Options**
   - If you plan to take out a loan, research how loans work.
   - Identify the interest rate you might get for your loan.
   - Calculate your monthly payments for a loan lasting 6 years.
4. **Compare Pros and Cons**
   - Compare your top choices by considering:
     - Price
     - Reliability (look at reviews or ratings)
     - Gas mileage
     - Insurance costs
5. **Decision and Justification**
   - Write a short paragraph explaining which vehicle you would purchase and why.
   - Include how it fits your budget, why it's a good value, and how it meets your needs.
6. **Bonus Challenge (Optional)**
   - Imagine you have $1,000 left in your budget. What upgrades or accessories would you purchase for your vehicle?
